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ABSTRACT

A survey was administered to 1,903 students enrolled in 45 sections of History 27 (American history) and Political Science 5 (political institutions), both 3-unit courses required for graduation at Cerritos College (California), to ascertain whether students would have taken either course if it had not been required and to determine preferences for meeting a history and/or political science requirement. In addition, a questionnaire was sent to all California community colleges to determine their general education requirements for graduation, their requirements for American history and political institutions prior to the abolishment of a statewide 3-unit American history and constitution requirement in 1973, and their current requirements in these areas. Responses to the student survey indicated: 31.3% said yes, 53.4% said no, and 15.3% had no opinion when asked if they would take the course if not required; 34.1% wanted 6 elective units, 28.5% wanted no change, and 20.7% wanted one interdisciplinary course to meet the requirements. Responses to the community college survey indicated that 44.6% required 2-3 units in either, 37.7% had no requirement in either, 8.9% required 3 units in each, 5.9% offered a 3-unit combined course, 2.9% required 2-3 units in American government only. Questionnaires and related materials are appended. (LH)

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MEETING HISTORY AND INSTITUTIONS REQUIREMENTS IN THE CALIFORNIA COMMUNITY COLLEGES: AN ASSESSMENT OF GENERAL EDUCATION AND GRADUATION INSTRUCTIONAL ALTERNATIVES FOR CERRITOS COLLEGE

KEITH ALLEN HINRICHSEN

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

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MEETING HISTORY AND INSTITUTIONS REQUIREMENTS IN THE CALIFORNIA COMMUNITY COLLEGES: AN ASSESSMENT OF GENERAL EDUCATION AND GRADUATION INSTRUCTIONAL ALTERNATIVES FOR CERRITOS COLLEGE

By

Keith Allen Hinrichsen

April, 1977

General education and graduation requirements at Cerritos College are currently undergoing reconsideration. Mandates by the Board of Governors of the California Community Colleges relative to general education graduation requirements have caused considerable confusion about what must be offered as elective general education under Title 5, Chapter 8, #51623 of the California Administrative Code, and what may be prescribed by the district as local graduation requirements. Title 5 is currently being reassessed by the Board of Governors to determine the possibility of reinstating proficiency examinations or a statewide requirement in United States history and Constitution. Since Cerritos College currently has six units required in these two fields, and is currently proposing to abolish or reduce these requirements, considerable confusion exists relative to both the retention of these requirements, and their placement on a general education list with respect to Title 5, Chapter 8, #51623 (b).

The six general investigative goals of this study were to: (1) investigate and recommend to the college alternatives to the existing American history and political institutions requirements based on both surveys; (2) survey students enrolled in required history and political science classes to ascertain their preferences; (3) analyze current Cerritos College decision-making procedures relative to general education and graduation requirements; (4) record statewide trends concerning district graduation requirements in American history and institutions; (5) distribute changing directives from the California Community College Board of Governors relative to these requirements; and (6) collect backup material from different sources and conduct a review of related literature.

The Cerritos College student survey was administered to forty-five sections of required History 27 and Political Science 5 to determine the educational goals of students enrolling in either course; to ascertain if they would have taken either course if it had not been required; and to analyze what type of requirement they preferred.

Of the 1903 full and part-time students in all age ranges who were surveyed, 52.9 percent indicated that they were pursuing an A.A. degree; 39.0 percent listed transfer objectives; 4.8 percent stated personal enrichment goals; and 1.6 percent mentioned scheduling opportunities as their reasons for enrolling. A small percentage (1.7%) of students had "No opinion." Students in the "Over 45" age bracket were mostly seeking A.A. degrees, followed by "25-45" and "Under 25" in descending order. Conversely, more "Under 25" students indicated transfer goals, followed by "25-45" and then "Over 45" students.

In response to the question "Would you have taken this class if it

weren't required?", 31.3 percent of all students indicated "Yes," 53.4 percent stated "No," while 15.3 percent had "No opinion." A greater percentage of full-time (12 or more units) "25-45" range students answered "Yes" than in any other full-time category; while more "Over 45" part-time (11 or less units) students responded "Yes" than any other part-time group. A greater percentage of "Under 25" full-time students answered "No" than other full-time respondents; while considerably fewer "Over 45" students gave this response compared with "25-45" age range respondents.

Composite percentage responses to the statement "I favor meeting Cerritos' history and political science requirements by: . . ." showed that the largest plurality (34.1%) preferred an elective six unit history and political science requirement; with "Under 25" full and part-time, as well as "Over 45" part-time students most prone to favor this option. The second largest plurality (28.5%) favored retaining the existing six unit prescribed requirement in history and political science; with "Over 45" students, followed by "25-45" and then "Under 25" age-range respondents endorsing this option. The opportunity of combining both requirements into a single interdisciplinary course appealed to 20.7 percent of all students; and was most supported by "25-45" part-time respondents. Of the remaining options, 8.9 percent of all students desired no requirement; while 5.0 percent of the respondents expressed interest in a challenge examination alternative. The smallest plurality (2.8%) preferred some other option.

A statewide questionnaire was sent to 101 of California's community colleges to ascertain how many colleges have an American history and political institutions requirement, and if they do, what it is. Ninety colleges (89.1%) responded.

The largest plurality of California's community colleges (45.6%) required the state minimum of 15 units of general education for graduation. Over one-fourth (26.7%) required 22 or more units; with 15.8 percent mandating 16-18 and 11.9 percent requiring 19-21 units. Over half (58.4%) required the minimum of three units under Title 5's "Social Science" general education category; with 35.7 percent requiring four to six and 5.9 percent of the colleges demanding seven or more units in this area.

This paper discovered that the largest plurality of colleges founded before 1973 had a three unit requirement in both American history (48.5%) and political institutions (55.5%). The next most popular option (12.9%) was a combined three unit interdisciplinary course; followed by an either history or political institutions requirement (6.9%). Of the remaining colleges which responded, 4.0 percent in history and 2.9 percent in institutions had combined requirements of seven or more units; while 6.9 percent had no requirement in history and 1.0 percent no requirement in government under Title 5, Chapter 7.

These Title 5, Chapter 7 requirements contrasted markedly with current Title 5, Chapter 8 requirements. The largest plurality of colleges today (44.6%) had an either history or institutions requirement; with 37.7 percent having no requirement in either area. Both history and institutions were still required by 8.9 percent of the colleges; while 5.9 percent still had a combined three unit required course. Three colleges (2.9%) had only a government class.

One-third (34.6%) of the responding colleges had "No opinion" regarding the possible reinstitution of a statewide American history and Constitution requirement; followed by 31.7 percent which answered "No,"

and 22.8 percent "Yes."

Based upon this paper's survey findings, recommendations were made to reconstitute the college's Subcommittee on General Education. Three alternate general education and graduation plans were proposed; and a recommendation was made to increase student input in college decision-making.

ACKNOWLEDGMENTS

Without the approval, assistance and support of numerous people associated with Cerritos College, this study could not have been completed. To the college's Board of Trustees is expressed two-fold gratitude, first for evincing a willingness to consider the status of American history and political institutions requirements in open forum; and second, for granting a timely sabbatical which greatly assisted in the completion of this project. To the college's administrative staff, although we have sometimes disagreed, is extended warm appreciation for approving of Nova's external degree program; and for showing a willingness to read the various reports which have dealt with the college's instructional program. To my colleagues in the Social Science Division, and especially in the History and Political Science Departments, is herein expressed heartfelt appreciation for basic tolerance. Together we have struggled for nearly four years with this problem, and together we have spent many hours attempting to resolve fundamental differences over general education and graduation requirements. To the students who assisted in the completion of the survey, hopefully you have shown us the way.

A special debt of gratitude is owed to Dale Tillery who served as my M.A.R.P. advisor, and who offered insights and suggestions in expanding the scope of this study. Leland Medsker, in his capacity as Central Staff Committee member, also read both the initial and final drafts of this paper. To Edward Bloomfield who read and commented upon this manuscript; to Gary Schaumburg who served as both a colleague and a critic throughout; and to Austin White and colleagues at the City College of San Francisco whose earlier study and position paper helped pave the way; special recognition is hereby tendered.

Finally, to my parents who offered me the use of their quiet home in the completion of this manuscript, and who have been constant in their support throughout, I owe a debt which can never be repaid.

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CHAPTER I

INTRODUCTION

Context of the Problem

During the past five years there have been significant changes in general education requirements for the A.A. and A.S. degrees in the California community colleges. No requirement has been subject to more revision and rethinking than the American history and political institutions options facing local districts in the intervening years since the Governing Board of the California Community Colleges abolished all Title 5, Chapter 7, #51602 (Pre-September 1, 1973) state graduation requirements during their 1971 session.

In 1975 the California Community College Board of Governors further qualified Title 5, Chapter 8, #51623 (b) (Post September 1, 1973) as found in the California Administrative Code by cautioning against the placement of local district graduation requirements under Title 5's broadly elective categories of "Humanities," "Learning Skills," "Natural Sciences," and "Social Sciences." Local districts now face a confusing dilemma. By law they are permitted to set their own specific graduation requirements, but are not allowed to label these requirements as Title 5 state mandated general education. This has proven to be especially vexing for those districts contemplating a return to prescribed courses to meet local graduation requirements. Any

district now possessing or contemplating prescribed graduation requirements by means of a specific course or group of courses must place such offerings outside of Title 5's fifteen unit minimum for general education. Those districts complying with the letter as well as the spirit of this state Board resolution (1975) find themselves forced to raise the number of general education and graduation breadth requirements far beyond the state minimum. Other districts attempting to hold down graduation requirements in light of complaints from occupational and vocational segments on their campuses have continued to place their graduation requirements under Title 5's general education categories.

This question has been discussed at length on almost every campus in the state of California, and by related organizations such as the Community College Social Science Association. Over a year ago the Social Science Department at the City College of San Francisco polled the history and political science faculties at many of the state's community colleges to ascertain their current history and political institutions requirements for graduation. A concerted effort was made by this department during the fall of 1976 to persuade the state Board to reinstate a statewide requirement in United States history and American Constitution (three units). Although there have been efforts to analyze and discuss this problem locally, and perhaps even regionally, there has not been a concerted effort recently to collate statewide trends in American history and political institutions relative to district general education and graduation requirements.

Statement of the Problem

Cerritos College has already experienced considerable internal friction over the nature of its district American history and political institutions graduation requirements. From the college's inception (1956) there has been a three unit graduation requirement in each area. Debate over general education and graduation requirements have tended to be so inextricably interwoven at Cerritos College that graduation requirements in American history and political institutions have been listed as general education requirements in the "Social Sciences."

The college's Curriculum Committee, through its Subcommittee on General Education, has periodically made recommendations that this six unit requirement in American history and political institutions be reduced or abolished. In 1973 Cerritos' Social Science Division persuaded the college's Board of Trustees to retain these requirements, contravening recommendations by both the administration and the Curriculum Committee to limit them.

During the 1976-1977 academic year the Subcommittee on General Education proposed that Cerritos' general education requirements be restricted to the state mandated fifteen units with elective choice in each of Title 5's four categories. Their proposal would have effectively abolished the American history and political institutions requirements, if adopted.

In light of recent state interpretations concerning general education requirements in Title 5, Chapter 8, #51623 (b), four problem areas indigenous to Cerritos' existing American history and political institutions graduation requirements emerged from this study.

First, the college has to decide if it wishes to limit its general education requirements to the state imposed minimum of fifteen units. The Humanities and Social Science Divisions, with the most at stake, have gone on record as being opposed to the state minimum. The occupational-vocational divisions (General Business, Health Occupations and Technology) have allied themselves with the divisions of Counseling and Fine Arts in support of a proposal to restrict or limit these requirements. The Science, Engineering and Mathematics Division has proposed a course and proficiency examination compromise. Only the division of Health, Physical Education and Recreation has remained uncommitted on this particular issue, although they were supportive of the Social Science Division during the 1973 discussions.

Second, if the college limited all general education and graduation requirements to the state mandated fifteen unit minimum as found in Title 5, attention would then have to be given to deciding who should make the curricular decision as to what would be offered. The General Education Subcommittee has been empowered to make recommendations to the Curriculum Committee, but its restricted membership (seven) has precluded adequate representation and has tended to discourage open discussion. The Curriculum Committee itself has proven to be too unwieldy to discuss general education as a committee of the whole because of its size (thirty members). The Faculty Senate's ad hoc committee on curriculum has not been of much assistance as far as co-ordinating interdivisional attitudes.

Third, the Curriculum Committee has to consider whether these recommendations to abolish or modify the American history and political

institutions requirements are advisable in light of past Cerritos College Board of Trustee pronouncements in favor of these requirements (1973). The college's Administrative Council also has to resolve whether these specific graduation requirements ought to be removed piecemeal while other prescribed district requirements are under discussion. Program phase-out and faculty reassignment has to be analyzed by the Council, as well as whether the college can afford to lose anticipated state revenues with cancellation of many history and institutions classes while the transition is being made.

Finally, if Cerritos College's Board of Trustees does continue to mandate existing requirements in American history and political institutions, the college's administrative staff has to decide once more where these requirements should be placed relative to the general education mandates of Title 5. Cerritos has tended to place most of its district graduation requirements under one of Title 5's four categories with some student elective choice within each category. While this approach has probably conformed to the letter of Title 5's legal intent, it has also apparently violated the spirit of elective student choice as envisioned by the Board of Governors of the California Community Colleges.

Investigation of the Problem

Specific Issues

Four Cerritos College problem areas relative to creating A.A. general education and graduation requirements were described above. A number of questions in need of resolution were discussed in this section.

Although the college's major difficulty in developing these requirements in American history and political institutions may stem from an altogether too restrictive decision-making process, these four problem areas were themselves reflective of five specific pragmatic and philosophic issues. As might be expected, these issues have naturally resulted in a division of opinion on-campus.

The initial issue concerned the state required general education package as found in Title 5 Chapter 8, #51623 (b) (Post September 1, 1973). This section of the Administrative Code mandated elective general education categories, encouraged a minimizing of all graduation requirements, and assumed that college elective and general education/ graduation units would constitute the majority of a student's two-year curricular program. The Governing Board of the California Community Colleges has clearly demonstrated educational policy insight and curriculum awareness by mandating general education electives under Title 5. Nevertheless, the Board has recently become receptive to the entreaties of occupational and vocational spokesmen in reducing general education and graduation requirements without, in turn, controlling the resulting increase in major field requirements. In attempting to legislate for both A.A. transfer and A.A. occupational majors under Title 5, the Board has obscured a practical curricular difference. Occupational-vocational major advisors have requested decreases in district graduation requirements and have advocated elective choice concerning general education because this parallels the immediate career goals of their students. Humanities, Liberal Arts and Social Science counselors and departmental advisors have pushed for retention of basic skills and graduation requirements, in addition to elective general

education, because their students have both the academic need and matriculation time to take these courses. The Board, in short, apparently has failed to consider that most occupational-vocational majors exceed one-half of the total graduation unit package; while liberal arts, natural science and social science transfer major requirements rarely account for more than one-third of the total graduation units. Perhaps two general education packages are called for.

This discipline polarization concerning A.A. general education and graduation requirements exists statewide. At Cerritos it has led to a basic philosophic impasse over what are general education needs, what courses qualify as general education, how many graduation units should be required, and whether these requirements should be elective or prescribed. This second issue has cut across all instructional programs, committee alignments, and discipline specialties, although it usually has followed patterns described for the first issue. Even though each position has been largely determined by practicalities of curriculum requirements, philosophic commitments on a particular issue run deep.

A third issue on graduation requirements in American history and political institutions has further fragmented campus opinion. History and political science instructors have tended to favor retaining both requirements, as expected, but have expressed feelings that abolition of the requirements may result in an equalizing of class size and instructor load ratios. This group has defended retention of both requirements on grounds that these history and government courses best prepare students as citizens to analyze and understand the multitude of

interpretations and implications surrounding all issues which emerge in meeting responsibilities required by the community. Other supporters have favored retention of these requirements on more practical and materialistic grounds. Larger class sizes and lower instructional overhead have resulted in higher A.D.A. state revenues. Opponents of both requirements have used much the same rationale in inverse fashion. Practical-minded critics have claimed that reducing graduation requirements could result in added elective courses which would become more relevant to the student's major interests, thereby enhancing the student's general education and citizenship learning possibilities. Dedicated faculty have also attacked retention of both requirements along philosophic lines, stressing that other courses could fulfill similar citizenship needs without being required.

The fourth issue pertained to the possible reinstatement of the statewide three unit American Constitution and history requirement as it once existed under Title 5, Chapter 7, #51602 (b) (Pre-September 1, 1973). If the Governing Board of the California Community Colleges decides to require this course for graduation, it would be setting a precedent for reconsideration of all former statewide graduation requirements. Although possible state Board action has not altered the Cerritos College Subcommittee on General Education's proposal relative to abolition of the American history and political institutions requirements, state action in favor of reinstating the three unit requirement would force the college to reappraise this proposal. At stake is more than these history and institutions requirements, either locally or statewide. The composite elective general education

philosophy of the 1971 state Board, reaffirmed in 1975, is now under attack by other elements on the community college campuses who favor reinstating state graduation requirements and more prescribed general education standards. The Board is undoubtedly aware that any action taken on behalf of reinstituting graduation requirements would set a precedent and open the entire issue to discussion. The Board is also influenced by national attention currently being devoted to falling graduation standards, failure in basic skills areas, and proliferation of grades. Changing national and state attitudes toward required courses would probably have more influence on the California Board of Governors' final decision than any position paper written in defense of reinstating a given requirement. Proficiency exams have also become popular alternatives.

The final issue was also attitudinal in scope, but from the students' perspective. Both sides in this continuing Cerritos College embroglio over general education and graduation requirements have claimed to represent student interests. Whether either side does, or ever did, has never been assessed. Students in these required American history and political institutions courses have not been recently polled as to their preferences, nor has the college ever attempted to use student input in structuring and devising its American history and political institutions requirements. Students have long been the forgotten parties to an agreement which directly affects their own course of studies. Some at Cerritos feel the college should give to its students more of a voice in determining whether there should be requirements, and if there are, what directions they should take. This problem

in assessing student input magnifies the issue because there are real differences of opinion on-campus as to what role, if any, students should play in voicing their impressions.

General Goals

Utilizing these five specific issues in conjunction with the four problem areas previously discussed, the six general goals of this study were to:

1. Investigate, assess, and recommend to the Cerritos College Board of Trustees alternatives to existing college United States history and political institutions requirements.

2. Survey students now enrolled in the college's required U.S. history (History 27) and political institutions (Political Science 5) classes to determine student preferences as to possible changes in the district's requirements.

3. Analyze and assess current Cerritos College decision-making procedures now employed in discussing general education and graduation requirements.

4. Poll and record statewide trends concerning local district requirements in general education, as well as in American history and political institutions.

5. Collate and distribute for college consumption changing directives and mandates from the California Community College Board of Governors which specifically relate to changing statewide graduation requirements and proficiency tests under Title 5.

6. Accumulate backup material from the Office of the Chancellor of the California Community Colleges as well as from related literature

which dealt with general education and American history-political institutions graduation requirements.

Specific Procedural Objectives

In conjunction with these general goals the following procedural objectives were undertaken in completing this study.

Based upon the results of both the community college and student surveys the first goal's primary objective was to present at least three viable alternatives to the college's existing six unit combined requirement in American history and political institutions. A secondary purpose was also to assess how well these potential alternatives would serve assumed college needs.

The student survey possessed two specific objectives. In addition to calculating student preferences for each requirement under the general goal, delineations according to age and enrollment status (full or part-time) permitted the college more effectively to plan its offerings, thereby better satisfying the needs of its different student clienteles.

The specific purpose in examining the third goal was to attempt to find a more representative method for involving all instructional areas in the decision-making process from the very outset in the hope that consensus would replace adversarial bickering.

Although other colleges have different community needs to serve and have used special criteria in determining their general education and graduation requirements, it was anticipated that Cerritos College could benefit from their combined experiences by incorporating those aspects of their programs which would meet our program needs.

The procedural objective in requesting Chancellor's Office material, in historically tracing evolving trends in the Board of Governors' discussions, and in conducting a review of related literature was to expand the parameters of the Cerritos experience, modify institutional parochialism, and place this debate in a broader context.

Historical Background for the Problem

A brief history of Cerritos' discussion of general education and graduation requirements has been included to better enable the reader to understand the college's deliberative process of policy system governance. Other California community colleges who have shared in this survey have requested a synopsis of the Cerritos experience, and this historical review is intended to assist them in dealing with similar problems on their own campuses.

On June 16, 1971, the Board of Governors of the California Community Colleges adopted Title 5, Chapter 8, #51623 (b) which removed all state Legislature and Board mandated graduatior requirements from the California community colleges. The Board apparently based its decision upon two major considerations. First, they decided to emulate the George Miller Act (1968) of the Legislature which removed all state required courses from K-12 curriculums. Second, in describing these new requirements as "educationally broadening," the Board consciously modeled their Title 5 proposal after recent changes which had been made in California state college and university general education packages.

The Board of Governors further declared that these changes would become law on July 1, 1972, although students who were enrolled prior to September 1, 1973 could follow either the existing or revised Title 5

regulations. It was also specified in this act that no new A.A. degrees could be awarded in California after September 1, 1975 if Title 5's directives were not adhered to.

Citing California Statute 1969, Chapter 1026 which established the California Community College Board of Governors, this Board began exercising their right to determine minimum general education standards and to examine the number of district required general education units, while reserving to local governing boards the right to set specific graduation requirements. The state Board also recommended adoption of a tripartite balance among elective, general education and major unit requirements.

Cerritos College's Vice-President of Instruction first called the college's attention to these new Title 5 guidelines in October of 1971. During the 1972-1973 instructional year a concerted effort was made by the college to comply with these new state mandates and to re-examine all existing Cerritos graduation requirements (see Appendix F).

The college's Subcommittee on General Education began to discuss actively which courses should qualify as general education during the fall semester, 1972, and initiated an investigation of all graduation requirements, including American history and political institutions. By January, 1973, it had become evident that the consensus among sub-committee members was to abolish all specifically required courses, with the exception of English and mathematics proficiency examinations, in favor of broad area competencies. The minutes of the subcommittee's January meeting indicated that a motion to provide for a minimum proficiency in American history and political institutions died for lack

of a second.

The Social Science Division, most obviously affected by this proposal to abolish the American history and political institutions requirements, and to limit the "Social Science" category in general education to three units, went on record in January of 1973 in favor of retaining the six unit American history and political institutions requirements. As a result of the division's objection to inclusion of some nontraditional social science courses on the "Social Science" list, the subcommittee agreed to delete some courses. The division failed to persuade the subcommittee to retain these two graduation requirements, and failed again in February to convince the Curriculum Committee to consider the status of all college graduation requirements before turning to a discussion of Title 5's list of courses.

Further discussion occurred between division and subcommittee members throughout February. In March the subcommittee reiterated its intention of subscribing to the fifteen unit elective state minimum for general education. The subcommittee further defined what district criteria should be employed in determining general education course qualifications, and proposed to exclude all courses which were part of a major sequence, which were intended for specific educational or vocational purposes, or which had college level nonremedial prerequisites.

The Curriculum Committee approved the subcommittee's total proposal during its April, 1973 meeting. It was decided during this meeting's acrimonious debate to abolish all college graduation requirements in American history and political institutions, and to place

previously required courses on the "Social Science" elective list. During April and May of 1973 the administration and faculty began to polarize according to whether the individual or division favored prescribed graduation requirements in addition to general education electives, or simply the state minimum of general education electives.

Most adversely affected by the adopted Curriculum Committee and Administrative Council proposals, the Social Science Division undertook an energetic writing campaign to garner California Legislative and United States Congressional support for its presentation before the Board of Trustees. In addition, the Social Science Division chairman drafted a minority report to the Board which would have placed all existing district graduation requirements, excepting the six units in communication skills, completely outside of Title 5's fifteen unit package.

In late May of 1973 the Cerritos College Board of Trustees voted unanimously (7-0) to retain all existing graduation requirements, including most emphatically the six units in American history and political institutions. The vote was as dramatic as it was unexpected. Although the Board had mandated retention of the existing requirements, they also instructed the administration to place as many of these requirements as possible under Title 5's general education categories to minimize the college's breadth requirements for graduation. Following this directive, the administration placed the graduation requirements under Title 5's categories. American history and political institutions became the only offerings on the college's "Social Science" general education list. Neither side in this simmering controversy envisioned

nor desired this solution, and both came to view the situation as only a prelude to further discussions.

General education and graduation requirements were once more being discussed at both local and state levels by 1975. The California Community College Board of Governors suggested that "greater flexibility" should be attached to the fifteen unit state general education minimum, both with regard to student elective options and inclusion of occupational offerings. In April of that year two vocational administrators made a strongly convincing case before the Board of Governors, citing that a number of districts were interpreting Title 5's mandates differently. Some districts were placing graduation requirements under Title 5's elective categories, it was complained; while others simply added graduation requirements to general education requirements, increasing breadth requirements up to thirty-four units in one case.

The Board of Governors began to reassess their goals and the permissiveness of their directives. In October, 1975, the Board suggested that "greater flexibility" should be striven for, and recommended that each college should try and offer at least one occupationally oriented general education course under one of Title 5's four categories.

At their San Diego meeting on December 3, 1975, the Governing Board proposed a "clarification" of general education by removing illustrative examples from each category. They felt this would encourage a similar paralleling of courses on each campus according to each college's placement criteria. The Board further emphasized that

general education goals and objectives should be developed on each campus, but fell short of requiring them.

In October of 1975 the A.A. degree general education controversy surfaced once more at Cerritos College. The Subcommittee on General Education requested that the Social Science Division consider extending the American history proficiency examination, given to transfer students wishing to challenge this requirement, to students meeting A.A. degree graduation requirements. After discussing and agreeing to this proposal in November, the department of history was notified by the subcommittee in December that this proficiency examination alternative was not acceptable to the subcommittee's complete membership. In addition, the subcommittee reiterated its 1973 goal of reducing the six unit combined requirement to three units, which the Social Science Division vowed to resist. Unfortunately for later discussions, neither side in this controversy mentioned where this three unit requirement might be placed.

Surprisingly, the subcommittee's general education and graduation report to the Curriculum Committee in January of 1976 made no reference to this three unit combined American history and political institutions requirement. The reason became obvious to members of the Social Science Division in March when the subcommittee submitted a modified proposal which recommended a deletion of all graduation requirements except in oral and written communications and mathematics. The subcommittee's goal was to limit the college's A.A. degree general education package to Title 5's fifteen unit minimum, a proposal which had been rejected by the Board of Trustees in 1973. This proposal was

tabled with the conclusion of the 1975-1976 instructional school year because of a lack of time to consider it properly (see Appendix G).

October, 1976 marked a dichotomous watershed concerning district and state directives over American history and political institutions. While the Governing Board of the California Community Colleges began to consider a proposal from the Social Science Department at City College of San Francisco which would have reinstated a three unit statewide graduation requirement in American history and political institutions, the Cerritos College Curriculum Committee began reconsideration of the subcommittee's proposal of the previous school year to abolish American history and political institutions requirements by placing these required courses on the three unit elective list of the "Social Sciences." The state Board tabled the CCSF proposal in December, 1976.

During November and December, 1976, the Social Science Division maintained its position that the combined six unit requirement should be retained. A proficiency examination which would have permitted students passing both American history and political institutions tests to select another three unit "Social Science" category course was rejected by the subcommittee. The division recommended that students who passed one proficiency examination and not the other would take a course in the required area not successfully passed, in addition to another three unit elective course. Students who did not challenge either requirement would take both required courses in American history and political institutions, in addition to a three unit elective from the "Social Science" list. The objective of this division plan was to separate the graduation requirements from the general education electives.

In January of 1977 the subcommittee's proposal was recommitted by the Curriculum Committee for more study and open hearings. During one open hearing session, the division chairman of Science, Engineering and Mathematics recommended a compromise to the "Social Science" graduation deadlock which was taken under advisement by both the Social Sciences and the subcommittee. The division chairman of the Social Sciences subscribed to the compromise, and so notified the subcommittee. The compromise, which affects only the number of courses in each option, is under consideration (see Appendix H).

CHAPTER II

REVIEW OF RELATED LITERATURE

Preface

General education and graduation requirements are so inextricably related in the California community colleges that it is impossible to discuss one subject without referring to the other. All community colleges in the state must require fifteen units of general education for the A.A. degree. Many colleges require no more than this, and have no specific graduation requirements in American history and institutions. Some colleges do have specific graduation requirements, but include them under general education. Others place district graduation requirements in separate categories, but consider them as breadth requirements when incorporated with general education.

The organization of this literature review reflected this dichotomous situation. Lack of proper curriculum planning was first discussed, followed by definitions for and historiographical coverage of general education. Because general education is usually conceded to have evolved from classical and humanistic studies, definitions of liberal arts education were also presented. Since the primary focus of this study encompassed social science general education requirements, comparative definitions for social science and social studies general education were also included. Accrued benefits acquired from study of American history and political institutions were outlined, and an

analysis of how both disciplines relate to general education's goals and objectives was attempted.

After completing these curricular investigations, illustrations of specific applications from California and non-California colleges were presented, and an analysis of different state governing board regulations was undertaken. This literature review concluded with a presentation of a few Cerritos College studies which relate to general education and graduation requirements.

Curriculum Decision-Making

Institutional parochialism and curricular provincialism often impede analysis and discussion of general education and graduation requirements. Cohen (1975) claimed that "The present day community college does not have a curriculum. Its programs would more accurately be described as an ad hoc series of random encounters" (p. 37). A campus-wide curriculum theory is largely underdeveloped on most campuses with organizational, substantive and syntactical philosophies of general education left largely to chance. These different philosophies of general education result from a variation in values which are not really behavioral or environmental, but situational, based upon problems of the moment (Mann, 1968).

The trend in higher education is toward vocationalism, or higher skilling. Vacillations between prescriptive and selective choice in higher education have been ongoing since 1910, and have permeated both transfer and vocational programs (DeRoy, 1975). On any given campus one program or a series of courses can dominate both general education and graduation requirements (Humphreys, 1971).

Curriculum decisions in the community college are often juxtaposed between intracampus needs and statewide legislative or governing board mandates. To insure that a certain measure of local autonomy is retained, local faculty must be involved in this curricular process. As Holladay (1976) warned, "We apolitical humanists must now become two-year college curriculum activists" (p. 9).

Because factions on each campus view general education differently, agreement on any campus-wide general education definition is nearly impossible. McConnell (1952) stated that general education developed as a reaction against curriculum fragmentation and overspecialization in order to better serve the needs of the "whole man." More than anything else, general education emerged as a reaction against the formalism of liberal education.

General Education Definitions

Although definitions of general education differ semantically, they do share commonalities in helping to create this "whole man." Thornton (1972) defined general education as that educational program designed to prepare students for responsibilities they share as members of a free society in order to appreciate more fully life's many non-occupational activities. In an earlier 1945 seminal study, a Harvard committee referred to general education as "That part of a student's whole education which looks first of all to his life as a responsible being and citizen" (Harvard Report, 1945, p. 51). McConnell (1950) also stressed the civic attributes of general education, explaining that general education enabled men and women "to live rich and satisfying lives and to undertake the responsibilities of citizenship in a free

society" (p. 489). During this same era the American Council on Education (1944) reiterated that "General education refers to those phases of non-specialized and non-vocational education that should be the common denominator . . . of educated persons as individuals and as citizens in a free society" (p. 14).

More recently, affective and behavioral goals have been attributed to general education. DeRoy (1975) implied that general education constituted "the knowledge and understanding which . . . are means to a more abundant personal life and a stronger, freer social order" (p. 5). Bell's 1966 classic revisionistic study entitled The Reforming of General Education also defined general education as that education which liberated the young by making them more aware of the forces that impelled them from within and shaped them from without. Bell also mentioned that general education attempted to: achieve ideological consensus; preserve and defend traditions of Western civilization; strike out against specialization in favor of the humanities; and strive to integrate knowledge into the totality of the human experience.

In a 1975 California community college study Collins reiterated this affective position and stated that general education " . . . is more basic. It does have centrality. It does have priority. It does, or at least should, apply to all" (p. 3). The first purpose of general education, Collins explained, was to improve the quality of life for a college's student-citizens by serving "the general welfare, the common good" (p. 4). Each college's curricular offerings must represent a collective judgment of what is important to learn, and Collins stressed that general education constituted knowledge which everyone should be exposed to.

Collins further warned that it is absurd to let either an instructor or a student "do his own thing" in organizing curriculum (p. 6). Required courses, according to Collins, did not violate individual freedom because of the "common good" which they served. The author reconciled this paradox of the individual submitting his will in a required course to the will of the educational community by stressing that the individual is, above all, part of the community.

Collins affirmed that general education courses must provide "foundation knowledge necessary for understanding the world, the society, and the culture in which people live" (p. 7). Relating to people and to self within this context of pervasive knowledge forms an ethical base for general education courses by emphasizing not only the depth of each discipline's content, but the breadth of each subject's ethical substance (p. 20). Concluding, Collins cautioned that "Occupational and societal flux argues for education as a lifetime process. But lifetime education implies eventual self-education . . ." (p. 21).

General education has not been without its critics. Weisinger (1963) scathingly questioned the motives and accomplishments of most general education courses by claiming that general education strove for ideological synthesis without a willingness to recognize what harm this has done to academic disciplines. He also challenged, at least on the university level, the hypothesis that an institution of higher education should attempt to teach everybody everything.

Scigliano (1976) recently analyzed the confusion facing American community colleges in offering general education courses. Some colleges list no specific requirements, while others have nearly half of their

graduation units in prescribed general education. Scigliano found, as Cohen (1975) had earlier, that most community colleges have given only lip service to general education, or have devised requirements more akin to lower division undergraduate programs of four-year institutions than to community based curriculum needs. Scigliano further discovered that fewer than half of the community colleges enforce general education beyond English, history and physical education; and that fewer than half of the colleges have a defined theory and pattern for general education. She emphasized that "It seems safe to conclude that our community colleges have not yet, in practice, accepted true general education as one of their primary purposes" (pp. 41-42).

What are the methodological and instructional goals of general education courses? Acquiring appropriate education skills necessary to share in the common life; seeing one's role in terms of both the past and the collective present; studying the natural sciences; and realizing man's evolution through the stream of recorded time were among those qualities itemized by Cowling and Davidson (1947).

Ten years ago Nelson-Jones (1968) cited as current general education trends a decline in functional education; an increase in the amount of required general education; a movement away from lower division concentration of courses; a resulting movement toward greater election and specialization in courses; a greater emphasis upon English composition; an increase in international awareness; a consolidating of the social sciences as the third area of general education; and a stronger entrenchment of general education in American higher education.

Hoerner (1970) defined general education as that education which frees men from ignorance, prejudice, and provincialism; thereby enabling

each of us to see the world and ourselves in proper perspective. What is unusual is that Hoerner went further in proposing that liberal education and not general education should be offered. Cowling and Davidson (1947) claimed that liberal education stemmed from general education, a lineage most liberal arts educators would claim he reversed. The Harvard Report (1945) found little difference between general and liberal education courses as taught in most institutions of higher education. DeRoy (1975) agreed, further claiming that general and liberal education differed only by degrees.

Before turning to further analysis of liberal and humanistic general education, a survey of general education's evolving historical periods might be of help.

General education traces its semantic roots back to John Milton's "general studies" of the mid-Seventeenth Century. After succumbing to renewed classicism in the late Seventeenth and Eighteenth Centuries, general education's terminology once more became popularized by the mid-Nineteenth Century. Again by the mid-1930's, this phrase had recovered from a fifty year hiatus to become a vernacular educational expression. The history of the phrase, according to Cowley (1975), "makes it clear that it means the education of the generality of people in the generality or commonality of knowledge, skills and attitudes; . . . but also the breadth and depth beyond that possessed by the generality of people" (p. 12). Cowley cautioned against using the term too widely because of the many contradictions in definition. He chose to describe general education as education for "advanced commonality."

Mayhew (1965) also traced this historical evolution through changing periods of time, but suggested that in liberal arts general

educators should restrict themselves to essential educational objectives and refrain from overdefining the subject.

General education during the mid-Nineteenth Century was clearly a reaction against classical educational values at the secondary school level. As Dressel and Mayhew (1954) explained:

> The general education movement at its inception derived its energy from the fact that it was a protest against the compartmentalization of knowledge and the proliferation of courses. . . . It decried the tendency of American scholars to be more concerned with the content and logic of their subject than with undergraduate students as individuals. (p. 268)

Since there have been at least three evolutionary, historical periods associated with general educational philosophy in the Twentieth Century (Ikenberry, 1970), viewing general education only in terms of unchanging constants can have disastrous consequences in our age of rapid social flux. Ikenberry suggested that each college must look at those factors which most influence social change and work them into future general education programs.

Some writers, such as Ikenberry, have felt little need to reformulate definitions for general education since the publication of the American Council on Education's 1944 position paper. What educators have primarily concerned themselves with, Ikenberry related, has been to make procedural adjustments in existing courses irrespective of whether the course was elective or prescribed. In addition to attempting to produce more "well-rounded" students, "General education . . . provided the 'standardization' and interchangability that proved so immensely functional in the modern industrial state" (Ikenberry, p. 10). The author concluded by emphasizing that general educational programs must be reformulated to reflect economic, social and environmental

factors which are changing American society. Can such programs achieve ideological consensus in a period of societal pluralism, Ikenberry questioned? The writer affirmed that they could, and warned that academia cannot leave general education to departments alone. Future general education packages should consider whose interests are being served (p. 11).

Steven Muller (1975), President of Johns Hopkins University, affirmed Ikenberry's contentions, but went further in explaining that the erosion in American educational standards has been due to a lessening of instructional content and a preoccupation with motivational goals. Referring to general education, Muller indicated that

> With the advent of mass media in particular, less emphasis was placed on the role of education in providing and maintaining the common cultural values of civilization. As a result, standards of general education were allowed to erode while greater emphasis was placed on vocational preparation. (p. 51)

Irrespective of whether knowledge and understanding fostered by general education courses draw upon accumulated wisdom from the past, or rely on present values, one should realize that such inquiries are only means of acquiring "a more abundant personal life and a stronger, freer social order" (DeRoy, 1975, p. 5).

Unfortunately, general education has not tended to unify the body of knowledge, nor has it always enhanced thought processes as so many have expected. Since many instructors in general education courses teach their own specialized disciplines, many students and most educators have more than once felt the pangs of disillusionment with the present state of general education offerings (Knierim, 1976).

Although liberal arts teaching goes back to Greek and Roman times, liberal education as we know it with its classical overtones began

only in the Nineteenth Century. Some educators have recently attempted to revive liberal education by calling it "liberating education" which humanizes the student (Cowley, 1975, p. 9).

Liberal Arts Education

Historically, liberal education has addressed itself to clarifying human needs and values through a perfective, ethical learning process (Murchland, 1976, p. 22). As Humphreys (1971) commented:

> The liberal arts tradition stressed the whole man. Achievement across the board was deemed necessary. The highly verbal person adept in dealing with abstractions was rewarded. (p. 13)

Liberal education's two thousand year tradition has attempted to free man from intellectual dependence so that he could become more aware of his own existence (Hoerner, 1970). Our students must be educated in the liberal arts and in classical literature, Hutchins (1943) intoned, for "to be free a man must understand the tradition in which he lives" (p. 14). Pifer (1976) reiterated Hutchins' exhortation and expounded upon it when he advised:

> There may well be fewer students who feel that it is in their interest to graduate with majors in certain disciplines, but it ought to be mandatory for all students, whatever their majors, to include a generous portion of liberal education in meeting requirements for their degrees. We dare not turn out narrowly trained graduates who lack the breadth and flexibility of mind that will be required for intelligent decision making in a rapidly changing world. (p. 29)

Meyerson (1969) reaffirmed Hutchins' warning that if we do not maintain our liberal learning tradition we will place value only upon monetary utility which now permeates American society and threatens academia. "Any path to a liberal education must deal with the relatedness of knowledge rather than its separatedness or its compartmentalized disciplines . . ." Meyerson cautioned (p. 3); adding, "Parochial knowledge

is prejudiced knowledge. Neither is tolerable in our ecumenical age. We must remind the man who would transform society, that if he wishes to be the guarantor of a better future, he must see how he is heritor to the past" (p. 6).

Meyerson recommended turning liberal learning upon nature, society and history to see how man's environment and institutions may be improved without a traumatic break with the past. Murchland (1976) alluded to man's political instincts which classically educated citizens use to perfect their "rational selfhood" by selecting ideas which would enhance their communal experiences. According to Murchland:

> The most important consequence of the death of the liberal arts is a dulling of our collective political sense and a consequent loss of cultural idealism. . . . Democracy and liberal education form a symbiotic relationship. (p. 26)

In reformulating American higher education goals, students who are aware of changing social conditions and unreconstructed social ills will have to be won over. Silberman (1971) did place a great deal of significance upon this aspect of motivation, but he also reflected Muller's (1975) concern that higher education must return to its basic responsibility of educating the individual who, in turn, can help to educate others. Reiterating Hoerner's (1970) plea for a true liberal education, Silberman stressed the need to devise a general education curriculum that has coherence and purpose, and one which would reflect some conviction about what is worth being, doing and knowing.

Silberman was one of many commentators who decried present limitations in liberal education. The student identity crisis, Silberman felt, was matched by the college's lack of specified educational goals. We have not done an acceptable job of humanizing knowledge because those

in the academic world have not given it the priority it deserves, he proposed.

Cowley (1975) claimed that "The statement that colleges exist to teach the liberal arts . . . is vagueness incarnate" (p. 6). One reason, as Lasch (1975) implied, may be due to institutions of higher education distributing through the humanities knowledge of mass consumption. Modern pragmatism, geared as it is to vocational needs, has forced humanistic studies to stress cognitive rationality at the expense of affective behavior (Murchland, 1976, p. 24). There has been a significant and tragic deterioration of liberal, humanistic education in the general curriculum for many writers. This degeneration, according to Petersen (1973):

> . . . was in part an aggravation of the dilemmas perennial in American higher education: how to teach the masses without sacrificing quality, how to run an institution without firm administrative controls. (p. 49)

Verbal skills which Humphreys (1971) alluded to as being characteristic of liberal arts education have been imposed upon nonverbal curriculums, causing a heightened dysfunctionalism. Humphreys' criticism was not a defense of cognitive rationalism, since "Emphasis on across-the-board verbal, abstract achievement has been a liability in general education in which appreciation is frequently a primary goal" (p. 14).

Humphreys, and others, have recommended changes in liberal general education curriculums, and did not support "Pass-Fail" or test proficiencies as acceptable for most general education courses. They recommended, instead, patterning general education and liberal arts instruction after the revised curriculums of the original land grant

colleges with their practical courses in physical, biological and social subjects. Caught as our current lifestyle is between occupational and social consciousness needs, liberal arts curriculums must take cognizance of all of our complex post-industrial needs (Shoben, 1970). Meyerson (1969) affirmed this when he commented, "Liberal learning . . . should project itself toward social vocation, and social vocation should base itself on liberal learning" (p. 6).

Not all commentators have agreed with Humphreys' assessment that verbal impositions are not demanded by general education programs. Silberman (1971) felt that colleges need to turn out graduates who can communicate with each other, who can find a verbal utilization of knowledge (p. 4). For this reason, a single general education or liberal arts curriculum canot be suitable for all times and for all students.

Role of Social Studies and Social Sciences

As is true for general and liberal education, there have been cyclical trends within the social sciences during the past ninety years. In developing a general education and graduation requirement package in the social sciences, it is imperative that institutions pay closer attention to these evolutionary trends. The social sciences can provide the variety of disciplines so necessary in revising general education requirements.

In order to analyze more effectively contributions by social science disciplines to general education methodologies and subject content it is necessary to distinguish first between social science and social studies offerings. According to Hunkins and Spears (1973), social studies must be defined independently of the social sciences. The

authors maintained that the social studies contain elements of the behavioral and social disciplines found among the social sciences, but transcend them by encompassing literature and the humanities as well.

One leading chronicler of the historical development of the social studies felt that they do not have a history, only a congregation of raw source data (Hertzberg, 1971). The reason for this, Hertzberg claimed, was because social studies writers and teachers are more activists than recorders. The author felt, however, that now more than ever before assessments and definitions must be provided (p. 2). Ignoring social studies trends, Hertzberg maintained, would not only adversely affect student motivation and course relevancy, but could result in the dysfunctional inconsistency Humphreys (1971) described.

Hertzberg's chronicle of evolving social studies emphasized the attention devoted to primary source data between the 1880's and the 1920's; the rise of civics, economics and sociology in the 1920's which used the deductive approach to challenge history's preeminent position; the development and demise of the core curriculum approach of the 1930's through mid-1950's which diffused disciplines and emphasized learning activities; the return to discipline based curriculums in the mid-1950's to the mid-1960's which used cognitive methods and stressed affective commitment to social action; and revisions within the "new social studies" during the early 1970's which emphasized a renewed commitment to the discipline's content, immersion in concerns of the present, stress upon interpersonal relationships and student involvement, and inter-disciplinary fusions in introductory courses.

Pittsburg University's School of Education cautioned in 1975 that educators should not reject the momentum generated by the social reforms

of the last ten years in a quest to return to basic skills, especially if these basic skills reject affective and humanistic education. Humanizing education at the community college level customarily has involved five procedural steps which are intended to increase: student self-awareness; curriculum revisionism; general education for occupational students; systematic general education for specific majors; and greater student involvement in the learning process (Menefee and Smith, 1970).

Social sciences have traditionally played an important role in enhancing and contributing to these general education values. One study was devoted entirely to assessing both the role and relevance of the social sciences and social studies in general education offerings (Pardi, 1972). Pardi also discovered that students who need three credit hours of social science general education are not "very picky" in selecting a course once the criterion of convenient time has been satisfied (p. 7).

Do the social sciences have a value as required general education? Apsler's (1967) article was devoted to teaching social sciences to nontransfer students who often selected courses because of time or convenience considerations rather than because of interest. Apsler contended that all students should be exposed to some aspects of the social sciences while completing general education requirements. To accomplish this, a second track of offerings for nontransfer students should be instituted which would deemphasize discipline content and concentrate upon enabling "the student to see himself as a member of historically developed and dynamically changing groups" (p. 42). These courses would probably not transfer, Apsler admitted, but they would assure practical education goals of teaching "folkways" in action. Such classes must

entail considerable use of audio-visual aides, they must be interdisciplinary, and they must be taught by dedicated instructors, the author stressed.

Cohen adopted a fairly traditional definition of social science general education in his 1975 article when he stated that students taking social science courses are introduced to broad fields within the accepted subject content of each discipline. Atherton (1972) also stressed that many of the new methodological and content innovations now found in general education curriculums, such as ethnic and minority studies, have been developed by social scientists.

Disciplines other than history and government are now readily included among the list of accepted social science general education offerings (Seifman, 1972; Scigliano, 1976). The rationale for including other social science offerings in general education, especially for K-12, was thoroughly discussed in Morrisett's and Steven's 1971 publication entitled Social Science in the Schools: A Search for Rationale. Attempts at relating other social science offerings in addition to history and institutions to required general education has often led to inconsistencies among college programs.

Citizenship education is still the primary goal for most required social science general education classes. Hutchins (1974) reflected this fact when he emphasized that "The purpose of the educational system as a whole is to form and maintain the political community and to equip the citizen with the means of going on learning all his life" (p. 32).

Citizenship education which is most often taught in history and political institutions classes should transcend both the discipline and social science methodologies if it is to be meaningful for the vast

majority of community college students.

Shaver and Oliver (1965) stressed that the social sciences had staked their claim to citizenship education in the schools as far back as the N.E.A.'s 1916 position paper. Such citizenship goals have been "stated largely in terms of providing students with information and intellectual competencies necessary to participate rationally in the resolution of public issues" (p. 2). The authors admitted that many people question if the electorate has ever had need for this "intelligent action," or whether the social sciences really do teach meaningful citizenship skills.

When the social sciences evolved the role of history was challenged. With the advent of both the natural and biological sciences into general education curriculums, other social sciences began stressing the scientific aspects of their disciplines. Shaver and Oliver succinctly outlined this dichotomy for history and the social sciences when they asked, "Is the social scientist justified in imposing as the major ends of general education his commitments to inquiry and to the quest for knowledge within the highly specialized framework found . . . in scholarship" (pp. 5-6)? They felt he was.

Several different approaches and philosophies concerning teaching of citizenship education have proven to be relevant in dealing with societal problems, Shaver and Oliver affirmed. The authors pleaded for creation of a broader based curriculum in the social sciences, broader than either current citizenship requirements or discipline content. The central concern in citizenship education should be to insure that all social science subjects ask what their discipline can contribute to a better understanding of the crucial issues facing the nation. The

authors concluded that "It is patently clear . . . that a citizenship education curriculum must be based on much more than the structure of the social sciences" (p. 13).

Without a nationwide standardized vocabulary for citizenship education, it is hard for many observers and most students to understand what is being required. Roberts and Larkin (1976) affirmed that both the citizenship and socialization processes inherent in social science general education curriculums need revitalizing and clarifying for this very reason.

Hunkins and Spears (1973) blamed social science teachers for not making their curriculum relevant, or completely relating it to the contemporary scene. As these writers sadly noted, "Many students who have experienced the social studies have not become functioning, good citizens" (p. xi). Why haven't proper citizenship and social consciousness goals been achieved? Largely because of the dichotomy in the citizenship education function, the authors contended, between the expressed instructional objectives inherent in social science curriculums and these subjects' inability to deal pragmatically with social problems because of the methodological limitations of each discipline in analyzing public issues (p. 2).

Still, the social studies continue to constitute the most often employed discipline in teaching citizenship education through its interdisciplinary ties, Hunkins and Spears admitted. Related disciplines and their separate contributions in teaching citizenship must be preserved, even if it means abolishing interdisciplinary survey courses altogether. The authors stressed that while social science disciplines must be studied separately in fulfilling citizenship education, social studies

could draw upon all related humanities disciplines to present more fully a picture of man's role in society, and of his social behavior at a given time and place. Young students, the writers emphasized, must be able to confront existing problems and issues facing society through school curriculums if democratic participation is to be continued (p. 8). To enhance these social and political goals, the authors indicated that the social sciences should juxtapose discipline content, source materials, and life experiences in a planned learning experience which would involve the totality of the students' environment.

Do the social sciences foster enough critical thinking and decision-making skills to be included as required general education for this reason?

Most commentators still answer this affirmatively. Brady and Brady (1971) felt that social scientists do stimulate critical thinking abilities which does enhance understanding and an ability to generalize about human behaviors through a rational study of human values and value differences. These writers affirmed that "The content and process of the social sciences we advocate is grounded in a concern for the development of values by the student. Within the school's sphere of responsibility, rationality is the foundation of intellectual development and maturity" (p. 59). Other writers have emphasized that this decision-making function engendered by social science methodologies leads to elevated social consciousness for the individual student (Hunkins and Spears, 1973; Silberman, 1971). Hunkins and Spears indicated that enhancing a student's decision-making capabilities would lead to increased self-awareness which would, in turn, make that student more free as well as more responsible (p. 8).

Brubaker and Nelson (1973) expanded upon this social science decision-making theme by showing how one could stay within any institution's current general education structure while working to improve social science decision-making skills through curriculum innovations.

An analysis of the types of social science courses which encourage citizenship and decision-making abilities should be presented before moving on to the next topic. Shaver and Oliver (1965) summarized this relationship as follows:

> It may well be that even in the overall context of curricular sequence based on the analysis of decision-making in a pluralistic-democratic society, social science concepts can be taught best with individual courses based on the structure of the individual social science disciplines. . . . Perhaps courses based on structure could conclude with exercises in application of the social science concepts to public issues. . . . Possibly, however, the answer is a course sequence in which important concepts are introduced as relevant to crucial public issues, without individual social science courses. (pp. 12-13)

General Studies for Occupational Students

Whether community college students majoring in occupational-vocational fields should be required to take liberal and social science general education has long been a point of real contention on most campuses. Intracampus competition for students and program funds is rising with declining enrollments. Although the economic purpose of education is not new, it has taken on renewed dimensions in the 1970's. Knierim (1976) went so far as to contend that teachers in required courses are becoming uncertain as to content and methodology in their disciplines because of this situation. Many instructors of general education courses for nontransfer students are convinced that students are not learning the assigned material as they should. Because of this current economic-educational marriage of convenience; because of the

decline in basic skills competencies among most students; because of increased support given to occupational programs; Knierim felt justified in claiming that the most pervasive argument confronting higher education today is whether to educate for the future or to train economically for the present.

Advocates of liberal education for all students not only support general education for occupational students, but argue that it is now needed more than ever before. Few have defended liberal education for all students with more zeal than Robert M. Hutchins. Hutchins in his 1974 article affirmed that he had always believed that the basic requirement for our society was a common liberal education, an "education that is appropriate to a community of free men" (p. 32). Hutchins went on to assert dogmatically that "This has nothing to do with vocational training or with what is now called career education. . . . I believe in liberal education for everyone" (p. 32). Hutchins maintained that educational and professional specialization must be based upon liberal education. If this does not happen, Hutchins warned, "Our young will never know and be at ease with the intricate interconnectiveness of modern life, without which knowledge that act of citizenship will remain an empty exercise" (p. 33).

A number of writers have gone further in asserting that general education is pragmatically necessary for desired employment. B. L. Johnson (1964) maintained that general education is an essential element in training for employment because "Studies repeatedly reveal that workers more frequently lose positions because of a lack of general education than because of a deficiency in technical skills" (p. 7). Roemer (1974) claimed that liberal studies constitute an essential

component of career education because they are "instrumental to the discovery of work" (p. 17). Roemer was primarily concerned with creating a sense of social community among all student-workers, and he felt that liberal studies would enhance this sense of the community in the educational process.

Jamgochian (1966) emphatically stated that since there is more to life than work in a free society, vocational training should be more than just job training. Liberal studies through general education subjects does enhance citizenship; does promote harmony with the environment; does increase knowledge, judgment and understanding; and does act as a counter to the influences of mass culture, Jamgochian concluded.

McGrath's (1974) oft-quoted article stressed that general and liberal education are common elements creating a total learning experience in conjunction with career training. As he cautioned, "Unless such a balance is restored, career training will be ephemeral in applicability and delusive in worth. . ." (p. 25). Since he was fearful of the "mindless dictatorship" emerging because of the present vacuum in moral and social values, McGrath exhorted that "Regardless of the individual student's commitment to a particular vocation, he must acquire an understanding of the fateful decisions he and his contemporaries will have to make in the years ahead" (p. 28).

Bartlett (1970), representing the Occupational-Vocational Commission of the North Central Region, cautioned educators to insure that occupational students' education would be flexible enough to permit them to adapt culturally and socially to changing employment demands. A student should, in addition, be provided with "opportunities to develop

foundations in such general areas as communications and social awareness" (p. 26). In short, Bartlett maintained that general education in occupational programs should provide "the student with the necessary tools for improving the skills learned in the program and relating them to himself and to society" (p. 27).

Erickson (1973) utilized a somewhat different approach which emphasized the natural, complementary relationship between general studies and a student's occupational preparation by exposing students to job related social pressures and challenges in the classroom.

Crandall (1975) paraphrased Birenbaum's 1974 contention that forcing an adolescent student to make a life-long vocational career choice in a "uni-directed way" without adequate general education grounding would stifle curriculum meaningfulness and deny occupational mobility.

Meyerson (1969) stressed a natural synthesis between liberal and professional learning which would enhance education by making it more humane, thereby improving society. Meyerson suggested adopting a concept of social vocation which would emphasize environmental awareness so that students would be able "through a profession or calling, to improve that environment through the best that is in them and available to them" (p. 2).

Riley (1974) and Via (1974) chose to emphasize the need for cognitive skills inherent to all employment situations as reasons why all students should be exposed to general education. All students must know what questions to ask, and be able to approach problems from a different perspective. Liberal studies must apply to career education because liberal education is a life-long process that enables a person to

translate behavioral and humanistic cognitive skills learned in the classroom into practical life experiences, both authors assured.

O'Toole (1975) rhetorically inquired why vocational education has acquired such a grip on the American mind; and answered it by listing unemployment, shortage of jobs, and the need for job retraining as major reasons. O'Toole bemoaned the consequences of training vocational students so narrowly and illiberally that "there is little base for employers to build on with continuing, on-the-job training." The result, he sadly concluded, was "often terminal learning experience, a passport to a deadend" (p. 29). O'Toole asked if educational institutions were to be the base of idealistic and liberal education so necessary for a free society, or simply the "handmaidens of industry and the economy" (p. 30)? Education for personal growth is not a luxury, he warned.

Critics of existing general education packages for occupational-vocational students abound, and have recently become more vocal. Crandall (1975) recommended that courses for these students should be less theoretical and esoteric in content and less academic in rigor, while being more pragmatic in scope. Social science general education, Crandall stressed, should emphasize contemporary and local current affairs topics. Crandall posed perhaps the ultimate question when he rhetorically asked how much was enough general education for occupational-vocational students? To avoid the common complaint from vocational students that general education is "superfluous trivia," Parsons (1975) emphasized the need for courses which have a perception of relevance. Liberal learning can be expanded through stressing utilitarian values which will lead to an increased concern for social

awareness tempered by a sense of history, Parsons implied.

Vocationalists in the 1970's have become highly critical of the liberal arts as propounded by generalists primarily on grounds that students are more interested in gaining usable job skills than in acquiring a broad intellectual background. Generalists, in turn, upbraid vocationalists for being more interested in immediate employment goals than education for their students (Knierim, 1976).

In analyzing course unit equivalencies in career and general education offerings, McGrath (1974) came to the conclusion that career training units needed to be minimized to leave time for adequate general education classes. More specifically, McGrath recommended adopting a career oriented general education package by incorporating practical general education classes and occupational training internships. McGrath questioned if we could expect a revised general education program for vocational students to be any more effective than the one we now have. He answered his own inquiry with a "Yes," basing his response upon recent studies which show that both generalists and vocationalists are now devising course goals and performance objectives for their courses. Classes are becoming more professionally relevant in general education, he felt. Knierim fully agreed with McGrath's conclusions, but added that not all students are prepared to profit from general education experiences at the same point in life. After all, students' acceptance of general education depends upon their readiness to examine such courses critically and positively, she affirmed.

Riley (1974) recommended undertaking a comprehensive needs assessment before applying liberal studies to career education because of the disparate clienteles and differing career objectives which are

found in most community colleges. To accomplish this, Riley implied that different faculty elements on each campus should be willing to meet and discuss their respective positions.

Hunter (1970) agreed that what is needed on most campuses is a more systematic approach to general education course planning for vocational students. Although few writers agree on how much or even what general education should be included, career educators usually support the need for relevant general education as long as it is creatively taught. Hunter proposed that a systems approach to general education for career students should include designed objectives phrased in operational contexts. The problem in using this systems approach, he cautioned, was in specifying meaningful, operational objectives; and in continually assessing and evaluating these objectives.

In a study sponsored by the A.A.J.C.A., Wiegman (1969) agreed that general education does play a vital part in occupational education provided that the community junior college creates its own core curriculum independent of programs found in four-year transfer institutions. Unfortunately, Wiegman claimed, this is rarely being done. Students need flexibility, adaptability, critical-thinking skills, and an ability to discriminate between fact and opinion, the author indicated. By using problem solving techniques and recognizing the need for continuing education after students become gainfully employed members of society, they can truly be said to have profited from their general education experiences. Students need to be taught that the jobs they are preparing for represent only a beginning, that "They must plan to make job preparation a lifelong project and to be ready to adjust to

whatever the changes demand" (Wiegman, p. 14).

Wiegman sadly noted that what students are getting, in and out of general educational curriculums, is a far cry from what they need. If general education is dynamic, expanding, and constantly changing, "How can we dare offer yesterday's package program today" (p. 16)? General education, Wiegman reminded us, "is more than what is to be taught and how much is to be taught; it is also how it is to be taught, by whom, for what purpose, and under what circumstances" (p. 16).

Wiegman recommended the following curricular changes to accomplish these purposes. Occupational students' needs do involve: an orientation period in which general education is related to employment objectives; an increase in cognitive skills based upon future work needs; a flexible scheduling program which would meet current student needs; a separate A.A. degree for occupational students; development of nontechnical courses in nonmajor fields of general education; and stated objectives for each course (pp. 18-19).

If current liberal general education has largely proven unsatisfactory for many occupational instructors and their students, can occupational courses be realistically included under a restructured definition of general education? Occupational instructors want special courses developed for their students (Kroeger and Brace, 1972, p. 3). Unfortunately, very little is known about special general education curriculums for occupational students. Kroeger and Brace undertook their national survey in an effort to find out what courses were being currently offered. With 336 community colleges responding, the authors discovered that the majority of occupational faculties wanted more practical general education courses structured to meet student employment

needs. Interestingly, 251 of the 336 responding colleges answered "No" to the question of whether they wanted fewer humanities courses offered (p. 9). Since general education requirements often lengthen matriculation time in vocational programs, Kroeger and Brace recommended that some of these requirements should be made more germane to students' career interests. Another recommendation first proposed training students in vocational career subjects so that they could acquire a job and the material possessions they desire. After students return to college for career advancement training, or for personal interest, general education courses could then be offered to them when they would be more receptive to course content material. The authors proposed making "humanities optional for every occupational curricula" (p. 13). They further suggested shortening vocational education programs so that students could gain employment as soon as possible; confirming, they admitted, preconceived ideas they held (p. 16).

Kilar (1975) went even further by suggesting a work-study trade-off for occupational students between liberal general education taken while matriculating in their vocational program and vocational in-service work experience.

American History Requirement

Should American history be required of community college students to fulfill general education requirements? Are there educationally valid reasons for requiring proficiency in this particular discipline and not in other social science areas? Over ten years ago the noted American intellectual historian, Henry S. Commager (1965), rhetorically questioned why should we study history? Commager went on to explain that the values

derived from studying history were often intangible, and more within the affective domain.

Among these affective values would be good citizenship; understanding different perspectives associated with our national heritage; improving one's perspective of life; appreciating the historical method of defining, developing, and answering questions; increasing decision-making abilities; and heightening an understanding of our own value system (Craddock, 1970). Craddock's historiographical study involved an attempt to condense what many American historians have said concerning the educational values found in teaching history.

Citizenship training is often mentioned as an important educational reason for studying history. Craddock attributed to Herbert Baxter primary responsibility for emphasizing this historical result. Quoting from Baxter's 1898 address at William and Mary College, Craddock inserted this comment:

> Among all subjects of college study and college teaching, among all the means of liberal education fitting young men for civic life and public duty, not one stands higher than the Study and Teaching of History. (p. 2)

Most historians claimed citizenship benefits accrued mostly from teaching secondary school history, but Sanders (1949) found in surveying historical teaching practices that "to encourage or equip for good citizenship" ranked among the most frequently cited objectives of college and university departments of history.

A number of historians, according to Craddock, viewed the teaching of history as the best means of acquainting individuals with the nature and function of government which would involve duties and responsibilities of citizenship. Craddock highlighted this assumption by

including a comment found in a leading American college history text (John Hicks, The American Nation):

> At least for a democracy, history is the most practical of subjects. One overstates but little to say that any democracy will function smoothly only in proportion as its history is well-taught and well-understood. (p. 2)

In recent decades, Craddock asserted, the connotation of citizenship education has come to involve "the development of a knowledge of and a commitment to the preservation of a way of life . . . to the defense of a legacy of freedom and democracy" (p. 3).

Promoting patriotism is an oft-mentioned reason for studying history, although this theme is often discussed in conjunction with such terms as enlightened, informed, or rational studies. Quite obviously, inculcation of patriotism surfaces most often in times of national crisis.

In the decades after World War I educators asserted that historical inquiry best prepared students to understand life's experiences. Historians claimed that exposure to this subject would broaden, deepen and widen one's consciousness of current trends through vicarious historical study (Craddock, p. 5). Sanders' 1949 survey found that developing a sense of proportion in confronting current problems was the third most often mentioned justification for studying history. Through historical inquiry, Sanders affirmed, students acquire an ability to see the relationship among seemingly unconnected human endeavors so that they can distinguish between what is old or new, transient or permanent. History provides the context to understand the present while preparing for the future, Sanders implied.

An important aspect of preparing for life is in acquiring a more

complete understanding of self in society through an examination of trends in history. White (1961) described this interrelationship as follows:

> History is the attempt to understand human nature in all its varied capabilities and limitations through the study of all that we can know about what people have done and thought and felt. (p. 357)

Teaching historical methodology may be the only significance associated with studying history, Louis Gottschalk maintained in 1950. This process entails identifying, defining and delimiting problems; developing questions; formulating and testing hypotheses; locating and collecting data; analyzing and organizing information; and researching and presenting conclusions (Craddock, p. 8). Developing a sense of historical consciousness and the skills of critical thinking are more specific aspects of this instructional technique.

Recently, historians have contended that historical study "provides a guide to action, not an exercise in contemplation" (Craddock, p. 10). Activism and international awareness using historical inquiry to pursue the "unity of mankind" were points stressed by Smith (1964).

The final benefit acquired from historical study is also the most nebulous, and certainly the most pervasive. By examining man's place in history, some historians have hoped to enlighten man as to where he has been, and where he must go in the future. The late dean of American historians, Allan Nevins, claimed that "the greatest lessons of history . . . are the moral lessons" (Craddock, p. 13).

Not all historians, by any means, are convinced that historical study has provided enough benefits for enough students to merit

requiring it in a school curriculum (Sellers, 1969; Wesley, 1967). Some have decried the current state of affairs in history instruction, especially at the secondary level, where the discipline is often taught as if it had no relevance for the present. This led one writer to comment:

> Unless a program of studies is functionally related to being alive in the twentieth century, in the United States and in the world, there seems to be little justification for its continued existence as part of general education. (Cooke, 1963, p. 435)

Should historical instruction, therefore, be accorded a pre-eminent position in the general education curriculum of most institutions? DeRoy (1975) felt that American history and Western civilization, along with American law and government, ought to be considered as essential components in any general education curriculum. Craddock admitted that historians have often defined goals and objectives for their courses partly to insure their place in the curriculum as well as to improve instruction (p. 15). History does provide an invaluable overlay for interdisciplinary general education studies as well.

What variety of history courses can best provide these anticipated educational objectives? It is probably safe to say that much more research needs to be done before a meaningful answer can be provided for this question (Hurst, 1971). As Hurst pointed out, little has been written about history instruction in the community colleges. While the function of serving transfer, occupational and community service program needs in history have been widely discussed, the specific curriculums in each of these programs has not been (Hurst, p. 2).

Because most community college students are nontraditional, Hurst proposed that we need new teaching departures such as using more local

history sources to introduce students to primary source materials. Use of oral history and audio-visual aides have also proven to have real advantages. Traditional teaching methods work well enough with traditional students, Hurst commented, but continuing these time-worn methodologies in the face of changing student populations who do not intend to fulfill lower division transfer requirements is to ignore reality. As a result, Hurst pointed out, "It is questionable how many junior college students would even bother to enroll in history courses" (p. 2).

Many survey classes border on being professionally pedantic (Jordan, 1972). Jordan advocated more flexible offerings in the realm of general education for the nonmajor, with objectives rather than "facts" being stressed. Pessimistically, he doubted that this would soon happen, and intimated that we may be forced to revolutionize and not just revise our educational curriculum. Reilly (1975) cautioned against "turning off" students by ignoring their often naive questions, and he further recommended structuring topical general education courses around student interests such as historical sociology.

James Real (1976), examining his lower division history survey teaching experiences at Stanford University, emphasized that students often prefer an old-fashioned crowded lecture class taught by a senior professor in a traditional format. As he warned:

> The loss of history, the collective memory of mankind, means a loss of identity. . . . Restoring history to its rightful place . . . is more than self-serving. It is essential for our society and desperately needed for our civilization. (p. 31)

Hawkes (1968) made a convincing plea for teaching historical existentialism through the use of historical narrative when he implied

that the movement away from good narrative story telling in an effort to stress only the methodological "how" instead of the content "what" has harmed the discipline. The author did not condemn the new methodology, only the resulting lack of substance in the curriculum. Hawkes was interested in the "potential utility of historical reconstruction as an existential phenomenon" (p. 58).

The "new social sciences," Hawkes inferred, emphasize only the methodology of the historian's craft, not the interdisciplinary examination into "historical interpretation and involvement" (p. 58). History is subjective, it is synthetical, it is not just a discipline with tools in the social sciences, he claimed (p. 60). Since rational self-definition would encourage personal and philosophic involvement, it should be a fundamental concern for those involved in curriculum development in the social studies, he suggested. "Only when one can think historically is this rational self-definition possible in our democracy," Hawkes implied (p. iii). Hawkes, assuming that American educators had apparently lost faith in the unfolding of the historical narrative, mused:

> How ironical, that in our day the philosophy which holds that man does make a difference in the scales of history, the liberal democratic creed, seemingly is taking second place to a philosophy which preaches the insignificance of the individual. (p. 63)

The historian is continually concerned with long temporal sequences. As Hawkes asserted, "History is not something out there, but something in which we define ourselves, something which makes us, and in turn which we make. . ." (p. 70). Historical narrative, in short, provides a means to help control and understand one's environment, Hawkes concluded, "especially at a time when values are in a state of

great change" (p. 70).

A number of studies have examined the backgrounds and goals of those who teach history (Brawer, 1976b; Wright, 1975). Wright's two year study of teaching methods in community colleges found that historians, humanists and social scientists were, for perhaps the first time, openly talking about teaching methods, behavioral objectives, and projected curricular innovations. Wright rather traditionally claimed that history was an art as well as a science, and was taught by both scientists and humanists within the social sciences.

Brawer (1976b) discovered that 16 percent of the humanities instructors surveyed taught history, with 82.9 percent having their highest graduate degree in history (p. 2). With 78.5 percent male and a plurality thirty-five or under, 38.6 percent had had no previous teaching experience. Historians formed the largest plurality group among the humanists in working toward advanced degrees. They tended to rank knowledge of the United States and the world as the first and self-knowledge as the second most important instructional objective. Fewer historians than humanists in general felt that "No humanities courses should be required for occupational students" (p. 7).

History instructors at the community college level are a disparate group with greatly uneven quality to their instruction. As Marty (1976) surmised, history's idiosyncratic nature encourages privacy and often contributes to a lack of communication regarding instructional innovations. This premise explains why many historians accept so readily the tripartite distribution among successful, marginal, and failing students. One solution, Carter (1972) felt, might be to build an entirely new systems model.

Is history, therefore, really an indispensable aspect of institutionalized general education? In California, as elsewhere, this question has been answered both affirmatively and negatively during the past five years. Both the state and local governing boards became suspicious of history's preeminent position in the general education hierarchy in the early 1970's, especially with other requirements being eliminated. Many began to question if history really constituted a body of knowledge which every educated person ought to know (Millington and Pelsinger, 1975). Millington warned that if historians continued to ignore this question, or answered it with simple admonitions or vague platitudes, the discipline's potential impracticalness would "turn-off" more than just the students. Pelsinger reiterated an oft-mentioned point that each history course should maximize student interest and potential. Osborne and Mabbutt (1973) found at Santa Ana College in Orange County, California, that the majority of their freshmen history survey students had negative reactions to history because of their unpleasant high school experiences. Arguing for the retention of a statewide community college requirement in American history, the authors claimed that this subject was absolutely necessary if a crisis in national identity was to be averted.

American Political Institutions Requirement

Reasons as to why students should study American government and political institutions parallel explanations given for history. Schwartz (1976) emphasized that "The recovery of political faith is high on the national agenda, even if most of us must struggle to find ways to achieve it" (p. 64). Millions of Americans have lost touch "not

only with where their country has been, but why it has been there," Schwartz maintained (p. 40). Such a tragic situation demands restoration of respect for authority and an enhanced sense of community as well as respect for due process, the author stressed. If we correlate teaching of our basic political precepts with daily political realities, he claimed that "Dignity, community, and participation can become useful concepts for social science courses as well" (p. 41).

Schwartz's assumptions have proven to be more idealistic than realistic. According to DeRoy (1975), the problem is a basic lack of consensus regarding the need for American institutions in a general education curriculum. Voicing apprehension over this fact, DeRoy exclaimed, "Whatever the cause, the result is evident--the educational system has failed to prepare individuals to act as intelligent, responsible citizens in a democracy" (p. 4).

Collins (1975) reiterated DeRoy's concerns and affirmed his conclusions when he commented, "Democracy in the American . . . model is predicated upon a level of universal education equal to the growing complexity of the society" (p. 11). To deny this assumption, Collins warned, would be to deny that "Both democracy and universal education take as a given that the ordinary citizen has fundamental competence to learn to direct his/her own destiny and to participate in directing the affairs of society" (p. 12). The result of this denial would be to condemn occupational students to second class status as participating citizens in a free society, he affirmed. Cashin (1972) also emphasized the need to educate all segments of our political economy, while Carrig (1975) stressed that such a requirement would make our students better citizens and instill in our public officials a renewed sense of civic

responsibility.

Requiring American institutions and the United States Constitution within general education studies divide proponents and opponents in much the same fashion as in history. What benefits are derived from requiring a study of American citizenship as defined in political institutions courses?

Turner (1970) traced the evolution of political education for citizenship from pre-World War II when maintenance of our national belief in the unity of American sentiments was stressed through post-war changes brought about by behavioral science influences. Pre-World War II political scientists stressed legalism, political philosophy, and scientific research, the author indicated. Under behavioral science influences, political scientists not only studied human actions, but stressed interdisciplinary themes from among the social sciences. Currently, methodological rapproachement between behavioral and traditional approaches seems underway, the writer indicated.

Turner stressed the need to provide students with educational skills necessary to enable them to examine critically national political values and juxtapose these values with their own beliefs. Citizenship education must incorporate both affective and cognitive educational methodologies, he felt. If political science is the "systematic study of social processes through which valued resources are authoritatively allocated" (p. 12), study of these resources should give students an enlarged capacity to use these concepts to make valid generalizations and to diagnose significant political problems.

Do government and institutions courses really teach citizenship? A recent DEA News publication of the American Political Science

Association (Summer, 1976) highlighted a frank discussion on this issue among three leading American political scientists. Robert Goldwin felt that "Understanding (political power) for citizens . . . ought to be an element of the political science teaching of undergraduates" (p. 8). Martin Shapiro, on the other hand, contended, "I try and [sic] teach political science. I do not concern myself with citizen education" (p. 9); while Nelson Polsby countered that "It is a substantial part of the calling of political scientists to teach . . . civic consciousness" (p. 10). Shapiro admitted that most state legislators mandate citizenship education and then proceed to ignore whether it is being taught (p. 11).

General education skills which government and institutions courses are supposed to develop include an understanding of power relationships; a strengthening of decision-making abilities; and an increasing of citizenship and social competencies (Giardina, 1975). Although not all general education institutions courses need to serve the same functions, all should emphasize the knowledge and skills necessary for coping with life's many civic demands (Rice, 1976).

Instructional teaching techniques vary widely, but most political science and government instructors would concur with Starkweather's (1971) assessment for the need to define measurable behavioral objectives based upon performance abilities and educational competencies in any introductory American government class. Starkweather drew up course goals and instructional objectives for these units: The Nature of Man; The Nature of Government; American Polity; Parties and Interest Groups; Congressional Institutions; The Presidency; Administrative Bureaucracy; The Judiciary; Local and State Federalism; Citizenship; and The Meaning

of Democracy.

Stearns (1975) advocated a methodological approach midway between classical studies and current affairs as the best way to explain "what is, what has been, and what ought to be" relative to the study of American political institutions and ideals (p. 75).

Basic to devising any instructional method for American government and institutions classes is the need to integrate discipline content and practical application. Kirkpatrick (1976) discussed various hypothetical practical constructs, but admonished that "Discussions of techniques, pedagogical method, and materials can be resolved only after teachers have addressed themselves to the issue of what to teach and to whom" (p. 51).

Carrig (1975) reflected upon teaching experiences garnered at an urban community college in Chicago. Typical of many required government courses, citizenship education was stressed as essential for all student clienteles including public service employees. One significant problem, Carrig related, was in first teaching basic reading skills to functionally illiterate students who could not master the required assigned reading. Reading and writing requirements were adopted to reflect student needs, although the bulk of the presentation fell to the instructor to make the discipline's content comprehensible through class discussion. Carrig concluded with a plea for persistent striving to find an acceptable methodological format which would permit liberal education to be continued.

Engle and colleagues (1972) advocated an integrated social science curriculum which would emphasize concepts such as political socialization and participatory decision-making. Schools have a political

socialization function, the author explained, because "The most important social process taking place in our schools is learning to be American" (Paper #2, p. 66). Research has indicated that traditional programs in political education do not have much impact upon the formation of political values, Engle indicated. Because "Most Americans do not appear to be very aware of the political attitude they absorb from their culture" (Paper #2, p. 69), educators must not continue just pouring in information. Engle suggested that teachers must attempt to get their students to think.

The community college political science instructors Brawer (1976a) surveyed reflected 9 percent of the total humanities group. More often than historians, political scientists were assigned other social science classes. Nearly 60 percent had their highest degree in government or international affairs, 87.2 percent were males, and the largest plurality were in their early to mid-30's. This group formed the fourth highest humanities element with no prior secondary school teaching experience, and 23.7 percent indicated they were working on a doctorate. They also felt instructional emphasis should be placed upon teaching national and world affairs, and in stressing self-awareness (p. 7).

Specific Studies

California once required the teaching of American Constitution and California government prior to 1973. In order to lend perspective to this literature review, the next section was devoted to an examination of pre-1973 statutes of the California Legislature which had mandated courses in basic American history and political institutions on a

statewide basis. Many of the arguments presented above in support of maintaining these two disciplines as requirements did reflect the views once held by various elements within California state government and education.

A number of interesting non-California studies dealing with general education requirements have recently been published. For purposes of clarity, these studies will be divided into out-of-state examples of general education programs and non-California social science general education and graduation requirements.

In 1970 Darnes undertook a study of articulation agreements between Florida's community colleges and four-year transfer institutions to assist Illinois in undertaking similar articulations. Darnes described the activities of Florida's Profession Transfer Committee, chaired by James L. Wattenbarger, in achieving these articulation agreements. Four-year institutions upheld the integrity of community colleges in the state to determine and fulfill general education requirements which would transfer to receiving institutions. The Illinois Legislature, in return, accepted these articulation premises and declared:

> Any organized curriculum should include a core of general education courses within either baccalaureate or occupation oriented curricula designed to contribute to the liberal education of each student. The number and content of such courses may vary according to the curriculum in which the student is enrolled. (p. 7)

Because of confusion in Illinois over the permissiveness of this enactment, and because of difficulty in articulating general education courses with receiving institutions, Darnes commented that "This type of reporting indicates that junior colleges have not yet reached a level of sophistication in developing general education requirements for associate

degrees" (p. 8). The author concluded by stressing the need to give to Illinois' community colleges the right to develop and certify their individual general education packages as is now done in California and Florida.

Revising general education curriculums did result in an increase in persistence and grade point averages at Bronx Community College; but it also led to increased faculty complaints about weakened content, declining student motivation and inadequately prepared students (Eagle, 1973). A committee was set up at Bronx Community College to investigate the effects of long range revisions in the liberal arts curriculum which had been started in 1968. The initial assumption behind altering the required general education liberal arts curriculum had been that it would permit greater student program flexibility, thereby hopefully increasing the retention rate. A pre and post-test was conducted among traditional and treatment groups. The treated group with the revised curriculum was found to have 4 to 5 percent fewer dropouts, with comparably increased graduates. No significance was found in units earned by lower persistors in both groups. Since low persisting students in the treatment group earned significantly fewer units, the authors concluded that students in this treatment group chose to drop classes sooner with less time invested in college.

Eagle and colleagues highlighted certain problems which can develop in revising general education and liberal arts curriculums. Although more students were forming their own educational goals, faculty often felt that these goals were "perhaps to their interest but not necessarily to their welfare" (p. 13). Eliminating class prerequisites

resulted in greater faculty complaints about misplaced students. The authors agreed that proliferating courses led to increasing students' educational vistas, but also could result in greater curricular confusion. The writers had to conclude that because of these limited survey returns, success of this revised program could not be definitely attributed to students having greater elective choice in selecting their classes.

C. N. Johnson (1970) reported on the new interdisciplinary general education offering at Tarrant County College in Texas which was geared toward the lowest quartile of students. These students were weakly motivated with poorly defined study habits and career goals. Above all, they had difficulty understanding what college was all about. The revised curriculum was specially designed instead of being simply remedial, and was called "Basic Studies." In asking students to answer "Who am I?", or "Where am I going?", the college hoped to redirect their vocational aspirations. The primary purpose in revising the curriculum to "Basic Studies" was to integrate content so that each interdisciplinary course could be considered a separate entity with its own behavioral objectives.

McCuskey and Worley (1974) studied discipline-based versus integrated liberal arts education at Florida's St. Petersburg Junior College. The authors discovered a definite trend toward the perpetuation of technical and vocational education programs (p. 18). They recommended that 40 percent major specialization, 40 percent general education requirements and 20 percent electives be adopted which would enable students to escape from a rigid tracking system.

Friesen (1974) surveyed general education requirements in mathematics at eighty-six colleges and discovered that 93 percent felt

that there should be some basic mathematics requirement for graduation. He found that nonlecture teaching methods were significantly better in meeting students' general education needs in mathematics. He also felt that more mini-courses or proficiency tests would fulfill student needs even better.

Social science general education findings from non-California surveys reaffirmed much of what California's community colleges have already discovered. McCuskey and Worley (1974), using their course-program matrix scale, found that social science courses had low priority demand among students in other than transfer programs at St. Peterburg Junior College. Most social science courses were discipline oriented, and most were offered as electives with little demand from occupationally directed students. The authors also uncovered a dichotomy between the program-based views of vocationalists and the discipline-centered assumptions of the social scientists. This Nova University study uncovered no evidence that liberal education was being altered to reflect these findings, nor that the Social Science Department was making an effort to synthesize their course content to meet the needs of more students.

Eagle (1973) found that more elective courses were offered in the social sciences because of the Bronx Community College revisions. The history faculty welcomed these revisions and offered more specialty courses. The unpopularity of the Political Science Department at the college made it more difficult for this department to offer more electives under this revised program, the author commented (p. 12).

Results from C. N. Johnson's 1970 Tarrant County College study

indicated that the social sciences played a major role in assisting the students to improve qualities of personal selfhood and to acquire a greater sense of community. Social science interdisciplinary mini-courses attempted to help students achieve realistic self concepts; to develop primary group relationships; to deal with economic problems; and to acquire an awareness of community activities and needs. Although teaching mini-courses, certain required general education packages still reflected traditional content in modern United States history, social problems and cultural anthropology. The writer felt that education had been humanized for more students in this quartile than if the program had not been attempted. Heightened student recognition and realization of vocational goals made this experiment worthwhile, the author concluded.

A Pennsylvania State Department of Education study (1970) recommended adoption of a seven point measurement criteria for improving, revising, or even eliminating social science general education offerings. The Social Science Division within the State Department of Education was opposed to any statewide prescription of general education courses. Guidelines instead were provided which recommended alternatives in meeting each school's needs.

In turning to California, this study first examined state educational trends as recommended by the California Postsecondary Commission, as well as related the experiences of Los Medanos College in creating an experimental general education package which rivals Tarrant County College's for comprehensiveness. Second, enactments of the Legislature; California Community College Board of Governors and California Co-ordinating Council position papers; and reports from the Office of the Chancellor of the California Community Colleges were cited.

The California Postsecondary Commission Report for 1976 discussed planning and articulation agreements necessary for the 1970's as they apply to regional consortiums. Illustrations were provided from other state experiences, and the Commission recommended that a Competitive Proposal Pilot System be tried because it constitutes the best way to meet regional planning needs in California. General education packages for each college must be articulated with transfer institutions, but more should be done in hosting regional consortium discussions on these package proposals as well, the report indicated.

Los Medanos College, using Public Law 85864, Title VI National Defense Education Act grant monies, implemented a comprehensive revision in their general education curriculum in the early 1970's. As general education was being considered and reconsidered, almost from the college's inception, more and more staff input was sought (Collins, 1975). In an effort to avoid compartmentalization of general education into behavioral, biological, physical and social sciences, as well as language arts and humanities; Los Medanos attempted to create a model which would be applicable elsewhere with minor modifications. Los Medanos' twenty-five unit general education requirement is structured, but does permit a limited amount of student elective choice. As Collins indicated, the college's administrative staff disliked permissive general education from the outset. When the college was founded in the early 1970's over half of the original contract staff were hired to teach the special, interdisciplinary general education sections. Each semester a student is expected to enroll in one or possibly two of these general education packages composed of integrated discipline categories listed above. There are three or more optional discipline courses in

each core category, which limits the elective choice a student would be entitled to. Instructors in the generic (general education) and discipline (specialty) courses teach in both areas to insure a two-way flow. A student must complete both the discipline and generic courses in each category area for a total of twenty-five units overall. Constant assessment of this interdisciplinary curriculum is undertaken, especially in team taught courses. By combining both generic and discipline teaching, each instructor becomes aware of his or her involvement in affective and cognitive knowledge, Collins inferred.

In August, 1967, the California Legislature and Governor enacted into law "Senate Bill 669, Chapter 1549" which created the fifteen member California Community College Board of Governors. This Board assumed full responsibilities on July 1, 1968. A pressing need to separate California's growing community colleges from the State Department of Education's secondary school administration led the Legislature to enact statutes leading to this separation. This secession, while administratively clean-cut, has led to more than a few financial funding controversies and problems. Many of the Legislature's statutes apply to all of public education, K-14, further confusing the issue.

A Co-ordinating Council (1968) was created by the Legislature to superintend this division of function. This Council was empowered to "establish standards for graduation requirements" (p. 6); while local community college governing boards were entrusted with responsibility to "establish policies for, and approve, the total educational program of the college" (p. 9).

The Governing Board of the California Community Colleges specified in 1967 that the content of curriculum must include twenty semester hours

(now eighteen) in a specified field of study, plus American history, institutions and ideals, California government, and physical education in line with Legislative statutory requirements under Title 5, Chapter 7. The curriculum was also to include oral and written English courses (p. 15). More specifically, the Legislature required that:

> All California schools, public or private, must give regular courses in the U.S. Constitution, American history, the California Constitution, and California history. . . . Courses in geography, U.S. history and Constitution, the Declaration of Independence, civics, and American Institutions and Ideals are prerequisites to advanced coursework. (p. 18)

As Chancellor Sidney Brossman (1974) commented, local boards on each campus are given responsibility over and held accountable for governing policies on their campuses. The role of the state Board is to insure that due process is followed, and that all elements on a campus have a voice in the decision-making process, Brossman asserted. The present system of governance by local boards, Brossman maintained, "insures the public's control of the community colleges, and of the Board of Governors . . . to protect the state's interests, is a demonstrable and workable system of governance" (p. 1). Brossman justified this decentralized system of bifurcated local and state control by explaining that:

> The greater the involvement of citizens in the affairs of the campus, the greater recognition there will be on the part of higher education to turn its attention to current problems of society and the individual. (p. 10)

More recently, Chuck McIntyre (1975) of the Chancellor's Office compiled a compendium of changing regulations for use in California's community colleges. Although his report dealt primarily with forming minimum standards for creating new colleges, he did outline aspects of the Administrative Code, Title 5: Education which apply to setting

curricular and graduation standards as well. McIntyre also alluded to the Administrative Code's implied mandates which often lack the specificity of being stated in policy terms. Interpretations of policy are a necessity in complying with Title 5 directives, McIntyre implied.

A few studies have been undertaken at Cerritos College relative to both student characteristics and instructional trends which apply to this study. Sampling one hundred students in 1968, Fitch discovered that general education, remedial and high school equivalency courses were those most often failed by Cerritos students. More specifically, 58.2 percent of the one hundred and seventy "F" grades were earned in general education courses. The required twelve unit graduation requirement, including three units each in history and government, accounted for 43 percent of the failing grades. Only 10.6 percent of the "F" grades as of 1968 were assigned in the lar[illegible], required History 27 and Political Science 5 classes, the subjects of this study's investigation.

Schaumburg (1971) discovered no significant correlation between SCAT and CEPT scores and predicted success in required History 27, thereby allaying some suspicions that the history faculty were driving students out of their classes with unduly difficult evaluative standards.

Hinrichsen and Schaumburg (1975) compared and contrasted joint versus traditional lecture formats in History 27 regarding student appeal, retention and withdrawal rates, and successful performance standards. Traditional History 27 sections taught by one instructor in three one hour weekly lectures had significantly more student appeal. The team taught joint lectures had significantly higher withdrawal rates and poorer retention overall. More students did receive highly successful grades ("A" or "B") in the joint lecture classes relative to

the number who finished the course, although there were statistically fewer who completed this team taught class. It was found that "C" students tended to drop this joint lecture class as well. Among this study's administrative recommendations for Cerritos College, two are germane to this present investigation, namely that:

> The college needs to realize that, at present, students prefer a traditional, structured instructional approach in a required course; (p. 20)
>
> It is imperative to realize that most literature reviews substantiated this . . . study's findings, . . . although motivation could possibly be improved if a minimum of administrative structure was retained. (p. 21)

Conclusion

Does general education have a future? In a brief but comprehensive article similarly entitled, Hudson and Smith (1976) argued convincingly that it may not in the state of California.

Twenty-five years ago, B. L. Johnson (1952) outlined his conception of general education. Hudson and Smith surveyed the state's one hundred and three campuses and discovered that 86 to 98 percent of them claimed to follow Johnson's goal of offering "personal and social adjustment," "democratic citizenship," and "satisfactory vocational adjustment." Forty-six to 61 percent subscribed to Johnson's goals of "cultural heritage," "problem solving," "communications," "a satisfactory home and family life," "moral values," and "creative activities." Goals related to "biological and physical environment," "basic mathematical and mechanical skills," and "mental and physical health" were cited by 34 to 44 percent of the colleges. Around 12 percent cited all of Johnson's goals (Hudson and Smith, p. 58).

In examining California' state requirements for general education under Title 5, Hudson and Smith maintained that by increasing general education minimums under "Chapter 8" of Title 5 the state Board attempted to bring the community colleges into conformity with state colleges and university standards.

Concerning specific general education offerings, the authors found that most of California's colleges "utilize existing transfer courses to introduce students to a field of study, trusting that the purposes of general education will be achieved in the process" (p. 59).

Since the primary focus of nontransfer programs has been geared toward the major, these departments have tended to prescribe general education courses for nontransfer curriculums. Transfer curriculums have tended to prescribe general education standards comparable to four-year institution requirements. Interestingly, general education courses were often introductory for transfer students, and survey for occupational ones, the authors maintained (p. 60).

Several conclusions were reached by Hudson and Smith. Although the colleges listed general education goals in their philosophies, many have failed to implement them. Most colleges expressed concern for the "dignity of the individual," while proceeding to ignore courses which might enhance this dignity. Considering the number of community college students who do not transfer, these authors questioned the propriety of patterning general education, including American history and institutions, after four-year programs. Since general education is considered by many colleges to be liberal arts, the writers felt most of Johnson's aspirations are being ignored. Student major curriculums have also come to constitute general education on many campuses. "Finally, it can be

said that for all practical purposes general education has been rendered an ineffective part of the student's program" (p. 62). As the authors concluded:

> Everyone, yet no one, is responsible for general education. . . . There is today little commitment on the part of the community colleges to the concept of general education. Perhaps there never was. (p. 62)

CHAPTER III

METHOD

General Procedural Investigations

In order to evaluate better Cerritos College attitudes, changing state requirements, and evolving trends among California community colleges, the following general procedural investigations were undertaken in completing this study.

A student survey was administered to forty-five sections of Cerritos' required History 27 and Political Science 5 classes (see Appendix A). The purposes of this survey were to determine what educational goals students have in enrolling in either course, whether they would have taken either course if it had not been required, and what type of a requirement they preferred based upon their age and status.

A statewide questionnaire was administered to all of California's community colleges to ascertain how many colleges have an American history and political institutions requirement, and if they do, what it is (see Appendix B). Prospective changes in their current requirements were also surveyed (see Appendix B, Final questionnaire).

Proposals and position papers submitted to the Office of the Chancellor on behalf of or in opposition to the reinstatement of the statewide U.S. history and Constitution requirement were gathered (see Appendix C for pre-September, 1973 requirement; see Appendix E).

Unofficial commentary and official minutes of the California Community College Board of Governors, distributed by various interested parties, were consulted to discern policy attitudes and procedural applications of Board pronouncements. Textual examination of Title 5, Chapter 8, #51623 (b) was also undertaken (see Appendix D).

Minutes of the Cerritos College Curriculum Committee and its Subcommittee on General Education were examined. Accumulated Social Science Division files were consulted to trace changing policy positions drafted in defense of general education and graduation requirements on the Cerritos College campus.

Minutes of the Cerritos College Board of Trustees' meetings were perused to define policy stands on these issues of general education and graduation requirements.

Whenever possible, records of the Cerritos College Administrative Council were consulted. Although this body does discuss and forward Curriculum Committee recommendations to the Board of Trustees, Council positions and personal opinions are not always recorded.

A search of related literature was undertaken incorporating three primary sources. A year-by-year investigation of ERIC's Resources in Education was completed for the last ten year period (1967-1977). Journals which dealt directly with the Social Sciences, or which discussed related general education and graduation requirements, were examined ("The California Professor" distributed by C.T.A., Change published by Educational Change, Inc., Community and Junior College Journal, Community College Review, Community College Social Science Quarterly, and N.E.A.'s Today's Education). Doctoral dissertations and

unpublished college syllabi were gathered as they applied to possible alternate proposals.

Subjects

Subjects involved in the Cerritos class survey consisted of students enrolled in either History 27 or Political Science 5 during the fall semester, 1976. There were nineteen-hundred and three (n. = 1903) respondents overall in forty-five sections which ran from 7 a.m. Monday, Wednesday and Friday through 10 p.m. Thursday. The pilot survey was administered to nine hundred respondents and was given in twenty sections two to three weeks earlier in the semester. All age ranges, and student statuses (full-time students take twelve or more units; part-time ones, eleven or less) were included.

Because of the anonymous nature of the responses, no follow-up of the student surveys was undertaken if a student had missed the survey on the day it was scheduled and administered. It is conceivable that some students were enrolled in both courses concurrently during this semester, although the instructor-proctors were requested to ask students who had previously filled in one survey to refrain from doing so again. Computer and student program reference checks indicated that less than 5 percent of the students were enrolled in both sections for the preceding spring semester because of both college enrollment patterns and counselors' suggestions.

Development of the Survey Instruments

The Cerritos College class survey was developed in two phases. The pilot survey's initial draft was submitted to representatives of both history and political science departments for comments. After all

comments and suggestions were assessed, contextual suggestions were incorporated into the draft. Any questions arising from misinterpretation were shared with the college's Director of Institutional Research before drafting the final survey. After results from the pilot survey had been tabulated and found to conform with the factor for acceptable response, the final classroom survey was developed and presented to the departments in much the same manner.

The California community college questionnaire was developed in two phases. Departmental representatives, the college's Director of Institutional Research, as well as interested parties on other campuses were invited to provide suggestions prior to drafting this pilot questionnaire. Input was also sought from other off-campus sources in the field of higher education. After assessing the results of this pilot questionnaire, the final draft was altered to reflect changes made in the initial draft concerning each college's current general education requirements.

Administration of the Surveys

The classroom pilot survey was administered to twenty sections of History 27 and Political Science 5 by instructors of record in each class. Brief instructions were distributed to each teacher emphasizing that they were to describe only what this survey was attempting to accomplish, and why; but that they were not to answer interpretive questions, or provide personal opinions which would bias the returns. Since the survey was administered only once in each class, the instructors were requested to do so on a test day, if possible, when maximum enrollment could be expected. Each proctor was requested to have

the students fill in the designated code on the bottom of the return which corresponded to their prerecorded section.

The final student survey employed similar administrative procedures, again requesting that the proctors ask students who had previously responded to refrain from doing so. These remaining twenty-five sections were polled as soon as possible after assessing the results of the pilot survey.

All student responses were returned to the Social Science Division office where they were logged in according to code number.

The community college pilot questionnaire was sent to ten colleges which had been randomly selected from a coded list of all California community colleges. Each college was assigned a coded number in alphabetical sequence, and the coded colleges were rearranged geographically prior to selection. Through this means it was assured that approximately half of the colleges would be from Southern California, the remainder from central and northern California. These ten pilot colleges represented approximately 10 percent of the state's total public community colleges. A cover letter addressed to the Vice-President of Instruction or Dean of Academic Affairs was appended with each questionnaire requesting assistance in completing and returning this survey.

The final statewide questionnaire was sent to the remaining ninety-one colleges in the state after assessing the pilot study's returns. A second cover letter indicating new response requests was included. In the case of both questionnaires, the administrator to whom the survey was sent was encouraged to forward the questionnaire to the individual responsible for this area of general education and graduation requirements on his campus.

Analysis of the Surveys

In addition to analyses involved in the drafting of both the pilot and student surveys, as well as the statewide college questionnaire, the following assessments were undertaken to complete both studies.

Since less than 5 percent of the student responses on the pilot survey were found to be invalid due to mismarking or textual confusion, the pilot survey was duplicated and distributed without alteration to the remaining sections.

Since more than the predetermined eight colleges responding to the pilot questionnaire returned responses deemed "acceptable" for purposes of this study, the pilot survey was drafted into the final questionnaire with a section on general education requirements added. The remaining state community colleges were then mailed this revised questionnaire.

Results from the pilot and final student surveys were tabulated independently by an off-campus person. Each survey was divided into categories according to the age of the respondent and the respondent's status (full or part-time). Overall percentages for the number of responses in each category were calculated to the nearest tenth of a percent. After the results had been tabulated, findings were shared in two open discussions with the members of the departments of history and political science for assessment and analysis.

The statewide questionnaire was assessed by the author. Colleges were first subdivided according to the units they had required in American history and political institutions prior to 1971. Preferential responses to the question "Does your college's administration favor a recent proposal before the Board of Governors to reinstate these graduation requirements?" were listed according to "Yes," "No," or "No

opinion" answers. Each college's current general education unit requirement was then placed on a chart which contained a sliding unit scale from fifteen to over thirty. The same approach was followed in cataloging the "Social Science" general education requirements, with a scale ranging from three to nine or more units.

Analyzing college responses to the variety of required American history and/or political institutions courses, if any, required four categories. Category "A" denoted those colleges which do not currently have a requirement in either American history or political institutions. Category "B" covered those institutions which have a single, interdisciplinary course requirement in American or political institutions. Colleges with required courses in both American history and political institutions were listed under Category "C"; while institutions which permitted students to meet graduation requirements in these areas by taking either a history or political science class (sometimes Social Science) were placed in Category "D." To assist in this placement, catalogs and course syllabi were consulted.

Presentation of the Data

Results from the Cerritos College 1976 fall semester student survey were presented in graphic and tabular fashion.

Overall numerical and percentage responses for each of the three major inquiries (class requirement objectives, degrees of requirement acceptance, and requirement preferences) were listed in tables preceding the presentation of student age and status reactions for each response mode.

Numerical tables for each of the three age categories in response

to the statement "I signed up for this class: . . ." were presented with student status and response mode co-ordinates. Comparative percentage responses corresponding to these tables' numerical totals were diagrammed for both statuses in bar graphs, using response objective and percentage co-ordinates.

The numerical response for each age bracket to the second question, "Would you have taken this class if it weren't required?" was described in tables employing student status and response co-ordinates. Comparative percentages relating to this second question's numerical totals for both statuses were graphically presented using response and percentage co-ordinates.

The survey's third inquiry, "I favor meeting Cerritos' history and political science requirements by: . . ." was analyzed for each of the six possible response modes. Tables indicating numerical support were constructed for each response category utilizing student status and age delineation co-ordinates. Bar graphs were then drawn for both statuses for each response, using student age and percentage co-ordinates.

Results from the California community college questionnaire were presented tabularly for each of the inquiries.

Responses to the first question, "Prior to 1971 . . . how many courses or units did your college require in history/political institutions?" were described for both requirement areas with slash line divisions in appropriate response categories. The number/percent of responding colleges and course/unit totals formed the co-ordinates.

Preferential answers to the second question concerning the possibility of reinstating a statewide three unit requirement were

tabulated with college/percent and response mode co-ordinates.

Two tables were constructed to compare visually both the colleges' A.A. general education and "Social Science" unit requirements. College/percent totals and the number of units associated with each table formed the axes.

The type of American history and political institutions requirements which each college currently possesses was presented in a two by six table, using college/percent totals and requirement types as co-ordinates.

CHAPTER IV

RESULTS

Cerritos College Survey

The 1976 fall semester student survey was administered to 1903 students in forty-five sections of required History 27 and Political Science 5. Student respondents were divided into full-time (twelve or more units) and part-time (eleven or less units) statuses; and three age ranges ("Under 25," "25-45," and "Over 45"). The survey asked the student respondents to answer: (1) why they had enrolled in the course they were attending; (2) whether they would have taken this course if it had not been required; and (3) how they preferred to fulfill the Cerritos College American history and political institutions (political science) requirements? Approximately 75 percent of the students actively enrolled during the eighth week responded.

Over half of the respondents (52.9%) listed "To meet my A.A. degree requirement," 39.0 percent checked "To meet my transfer requirement," 4.8 percent claimed they were attempting "To satisfy personal interests," "To fill my schedule" accounted for 1.6 percent of the responses, and 1.7 percent indicated that "I am not certain as to why" I had enrolled in the course.

A summary of the collated results for all student statuses and age ranges in response to the statement that "I signed up for this class to: . . ." is presented in Table 1.

TABLE 1.--Numerical and percentage total responses to the statement that "I signed up for this class to: . . ."

	A.A.	Transfer	Personal	Schedule	Undecided	Total
Number of Students	1007	742	91	31	32	1903
Percent of Students	52.9	39.0	4.8	1.6	1.7	100.0

Dividing the full and part-time student respondents into three age ranges modified the response modes for each question. Table 2 presents the numerical responses in the "Under 25" category to the inquiry of why students had taken the classes they had enrolled in.

TABLE 2.--Numerical totals for the "Under 25" student population in response to the statement that "I signed up for this class to: . . ."

	A.A.	Transfer	Personal	Schedule	Undecided	Total
Full-time Students	506	513	25	18	16	1078
Part-time Students	189	138	27	9	12	375

Less than half of the full-time students "Under 25" (46.9%) indicated that they had taken their class "To meet my A.A. degree requirement," while 50.4 percent of the part-time students in this age range espoused this reason. "To meet my transfer requirements" accounted for 47.6 percent of the full-time student responses, as compared to 36.8 percent for part-time students. A greater percentage of part-time students (7.2%) claimed that they were attempting "To satisfy personal

interests" than did full-time students (2.3%). The response option "To fill my schedule" was checked by 1.7 percent of the full-time students, and by 2.4 percent of the part-time ones. "I am not certain why" was listed by 1.5 percent of the full-time and by 3.2 percent of the part-time students (see Figure 1).

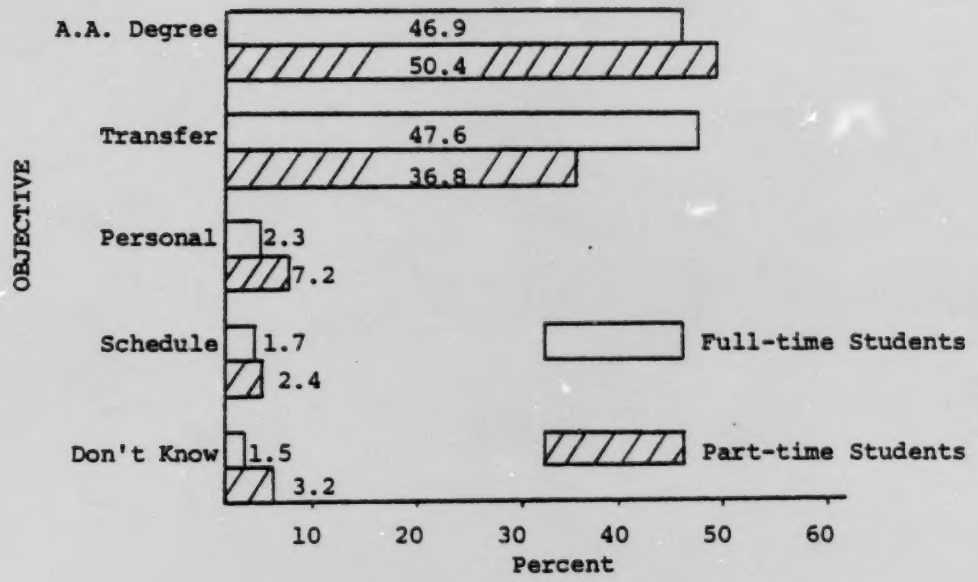

Figure 1. Comparative percentage objectives for students "Under 25" in response to the statement that "I signed up for this class to: . . ."

The number of students in the "25-45" population range who responded to this first inquiry about class objectives is described in Table 3. This age range contained more part-time than full-time respondents.

TABLE 3.--Numerical totals for the "25-45" student population in response to the statement that "I signed up for this class to: . . ."

	A.A.	Transfer	Personal	Schedule	Undecided	Total
Full-time Students	125	38	14	2	1	180
Part-time Students	168	51	22	2	3	246

Figure 2 indicates the close percentage proximity among responses to this question of class objectives for full and part-time students in the "25-45" age range. A slightly higher percentage of full-time (69.4%) than part-time students (68.3%) checked that they intended "To meet my A.A. degree requirement." "To meet transfer requirements" accounted for 21.1 percent of the full-time and 20.7 percent of the part-time student responses. The number of part-time students who desired "To satisfy personal interests" (9.0%) approximated the percentage for full-time students (7.8%). "To fill my schedule" resulted in even less percentage separation, with 1.1 percent of the full-time and .8 percent of the part-time students selecting this category. Twice the small percentage of part-time (1.2%) as contrasted with full-time students (.6%) indicated that they were "Not certain as to why" they had selected either required course.

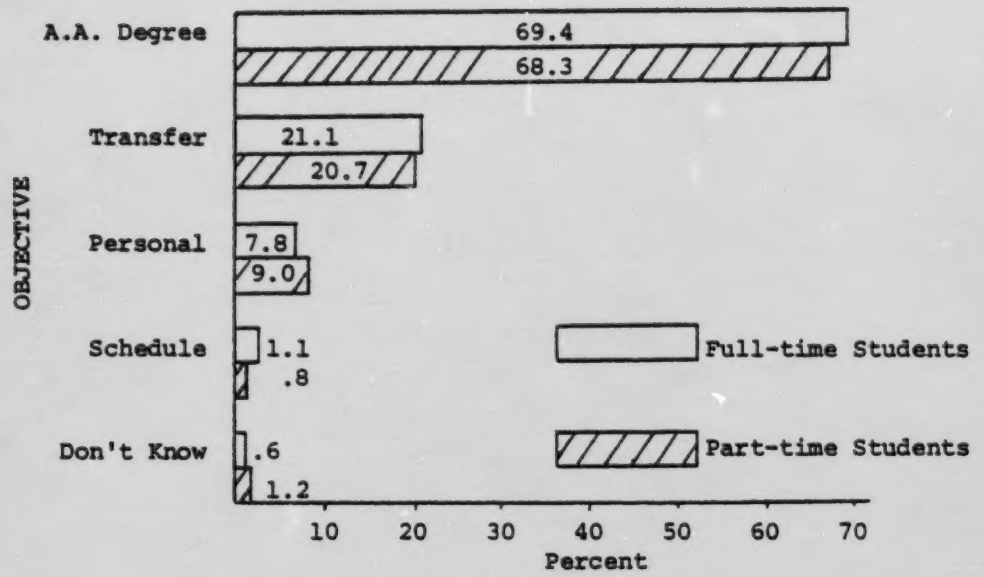

Figure 2. Comparative percentage objectives for students "25-45" in response to the statement that "I signed up for this class to: . . ."

The number of nontraditional "Over 45" aged students were numerically insignificant for purposes of this study, but were listed because of the unique contributions they made to this survey which dealt with traditional graded subjects. Table 4 lists this age range's numerical response to the survey's inquiry of what academic objectives they were fulfilling.

Only three of the possible five response modes were checked by the respondents in the "Over 45" age range. As Figure 3 shows, almost all of the "Over 45" full-time students (90.0%) indicated that they were attempting "To meet my A.A. degree requirement" as compared with somewhat fewer part-time students (71.5%). "To meet my transfer requirement"

accounted for one student's response in both status categories (full-time, 10%; part-time, 7.1%). Three part-time students (21.4%) admitted that they were enrolled in their courses "To satisfy personal interests."

TABLE 4.--Numerical totals for the "Over 45" student population in response to the statement that "I signed up for this class to: . . ."

	A.A.	Transfer	Personal	Schedule	Undecided	Total
Full-time Students	9	1				10
Part-time Students	10	1	3			14

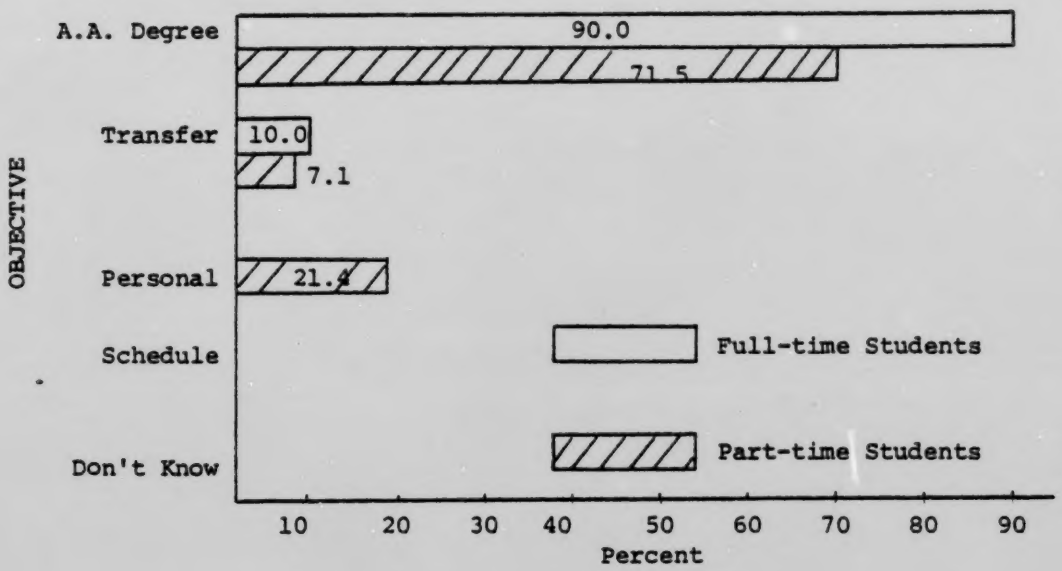

Figure 3. Comparative percentage objectives for students "Over 45" in response to the statement that "I signed up for this class to: . . ."

In response to the second question on the student survey, "Would you have taken this class if it weren't required?", over half of the respondents (53.4%) answered "No" to the above question, 31.1 percent responded "Yes," while 15.3 percent had "No opinion." The numerical and percentage composite for all students is shown in Table 5.

TABLE 5.--Numerical and percentage total responses to the question "Would you have taken this class if it weren't required?"

	"Yes"	"No"	"No opinion"	Total
Number of Students	595	1016	292	1903
Percent of Students	31.3	53.4	15.3	100.0

In the "Under 25" age category there were more full-time than part-time respondents. The number of students marking each response mode is shown in Table 6.

TABLE 6.--Numerical totals for the "Under 25" student population in response to the question "Would you have taken this class if it weren't required?"

	"Yes"	"No"	"No opinion"	Total
Full-time Students	286	602	190	1078
Part-time Students	121	195	59	375

The percentage comparisons for the "Under 25" age group are found in Figure 4. More part-time (32.3%) than full-time students (26.5%) answered this inquiry with a "Yes" response. Conversely, a somewhat

higher percentage of full-time students in this age range, 55.9 percent, answered "No" compared with 52.0 percent of part-time students in this population range. Of those having "No opinion," 17.6 percent were full-time and 15.7 percent were part-time students.

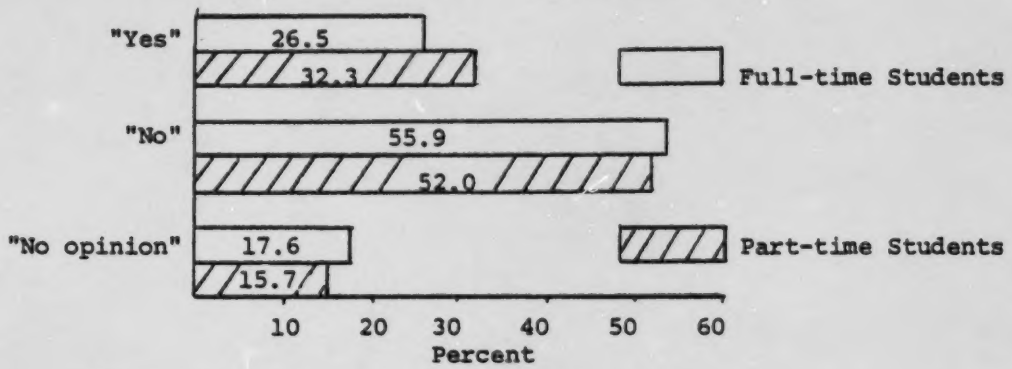

Figure 4. Comparative percentage answers for students "Under 25" in response to the question "Would you have taken this class if it weren't required?"

Numerical totals for students between "25-45" years of age who responded to whether they would have taken this class if it weren't required are found in Table 7. More full-time students responded "Yes" than "No" in this age category.

TABLE 7.--Numerical totals for the "25-45" student population in response to the question "Would you have taken this class if it weren't required?"

	"Yes"	"No"	"No Opinion"	Total
Full-time Students	82	79	19	180
Part-time Students	95	131	20	246

This "25-45" element in the student survey showed a greater tendency to answer "Yes" to the question "Would you have taken this class if it weren't required?" Figure 5 shows that 45.5 percent of the full-time and 38.6 percent of the part-time student population marked "Yes" to this inquiry, while 53.3 percent of the part-time and 43.9 percent of the full-time respondents indicated "No" they would not. A somewhat higher percentage of full-time (10.6 percent) than part-time students (8.1%) expressed "No opinion."

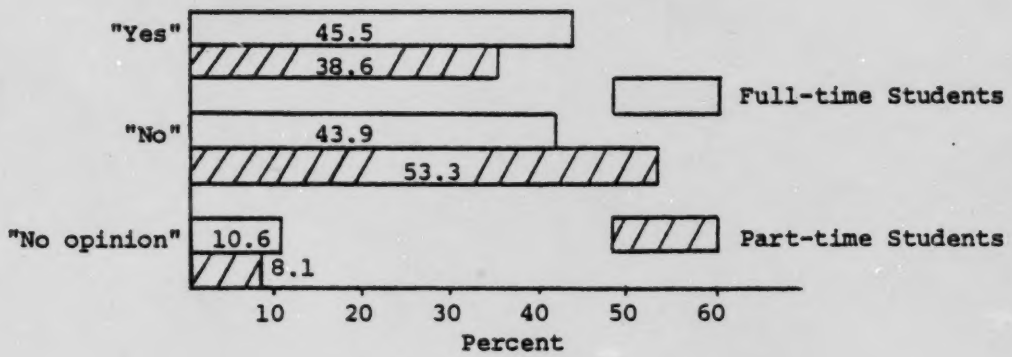

Figure 5. Comparative percentage answers for students "25-45" in response to the question "Would you have taken this course if it weren't required?"

The small "Over 45" student population, as is shown in Table 8, divided dramatically in opposite ways based upon student status when asked "Would you have taken this class if it weren't required?" In this category, twice the number of part-time students marked "Yes" than "No" to the above question, contravening the trend of full-time students in the "25-45" age bracket.

TABLE 8.--Numerical totals for the "Over 45" student population in response to the question "Would you have taken this class if it weren't required?"

	"Yes"	"No"	"No Opinion"	Total
Full-time Students	3	5	2	10
Part-time Students	8	4	2	14

Percentage response modes in Figure 6 showed that 57.1 percent of the part-time, but only 30.0 percent of the full-time students in this age range answered this question with a "Yes." Conversely, 50.0 percent of the full-time, but only 28.6 percent of the part-time respondents marked "No," while 20.0 percent of the full-time and 14.3 percent of the part-time students had "No opinion" in the "Over 45" age bracket.

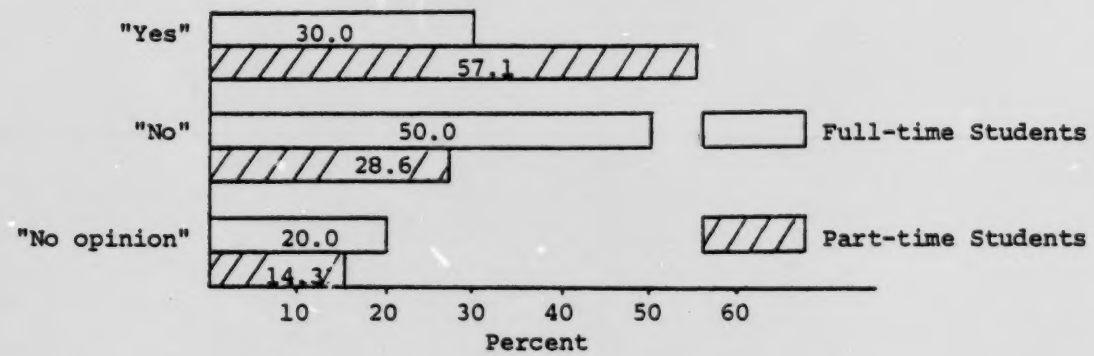

Figure 6. Comparative percentage answers for students "Over 45" in response to the question "Would you have taken this course if it weren't required?"

The most significant inquiry asked of each student by this questionnaire was "I favor meeting Cerritos' history and political science requirements by: . . ." A plurality of students (34.1%) preferred to "Allow the student to take any course in history and any course in political science" to fulfill these requirements. The next largest plurality, 28.5 percent, advocated "Maintaining the current six unit requirement with a specific class in both history and political science." "Combining both requirements into a single three unit class stressing BOTH history and political science" appealed to 20.7 percent of the students. Only 8.9 percent of all responding students advocated "Abolishing all requirements in history and political science;" while 5 percent recommended "Permitting the student to challenge both requirements by examination without earning class credit." The "Other" category accounted for 2.8 percent of the student responses.

TABLE 9.--Numerical and percentage total responses to the statement "I favor meeting Cerritos' history and political science requirements by: . . ."

	Required Hist. & Pol.Sci.	Choice in Hist. & Pol.Sci.	Single Course	No Reqmt.	Challenge Reqmt.	Other	Total
Number of Students	543	648	393	169	96	54	1903
Percent of Students	28.5	34.1	20.7	8.9	5.0	2.8	100.0

In order to comprehend more fully the divisions of opinion over these six response choices based upon students' age and status, each response mode was analyzed separately.

More students selected the response option "Allowing the student to take any course in history and any course in political science" than any other. Table 10 indicates the numerical breakdown for this response mode by student age and status. Almost three times as many "Under 25" full-time students selected this mode as part-time ones, while more part-time students in the "25-45" age range selected this option than full-time ones. Approximately the same number of full and part-time students in the "Over 45" age bracket chose this option.

TABLE 10.--Composite response totals in favor of the option of "Allowing the student to take any course in history and any course in political science."

	"Under 25"	"25-45"	"Over 45"
Full-time Students	393	49	4
Part-time Students	135	64	3

The "Under 25" full and part-time students had almost identical percentage response totals to this option of "Allowing the student to take any course in history and any course in political science," with 36.4 percent of the full-time and 36.0 percent of the part-time respondents selecting this possible choice. A proportionally smaller percent of "25-45" full-time (27.2%) and part-time students (26.0%) opted

for this selection when compared with totals for the "Under 25" age group. Students in the "Over 45" age bracket differed sharply in choice, with 40.0 percent of the full-time and 21.5 percent of the part-time respondents selecting this option (see Figure 7).

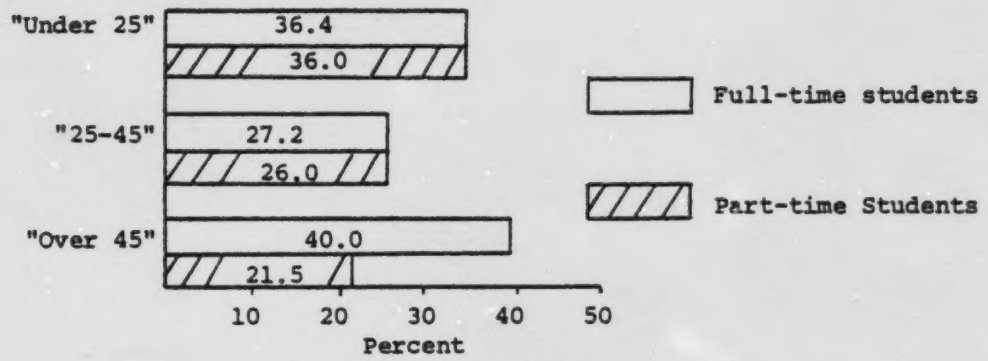

Figure 7. Comparative percentage responses to the option of "Allowing the student to take any course in history and any course in political science."

"Maintaining the current six unit requirement with a specific class in both history and political science" constituted the second largest composite choice for all students. Table 11 indicates, however, that for students in the "25-45" age range, this option had the most appeal.

TABLE 11.--Composite response totals in favor of the option of "Maintaining the current six unit requirement with a specific class in both history and political science."

	"Under 25"	"25-45"	"Over 45"
Full-time Students	298	70	4
Part-time Students	89	75	7

The older the student's age range, the higher the percentage of support proved to be for the college's six unit specified requirement in both American history and political institutions. Figure 8 presents this escalating trend. The 27.6 percent of the "Under 25" full-time and the 23.7 percent of the "Under 25" part-time students who supported this option increased to 38.9 percent for full-time and 30.5 percent for part-time respondents in the "25-45" age range. The same percentage of "Over 45" full-time students supported this second most popular option as had endorsed the first one, 40.0 percent; while 50.0 percent of the part-time students in this age range endorsed this second option.

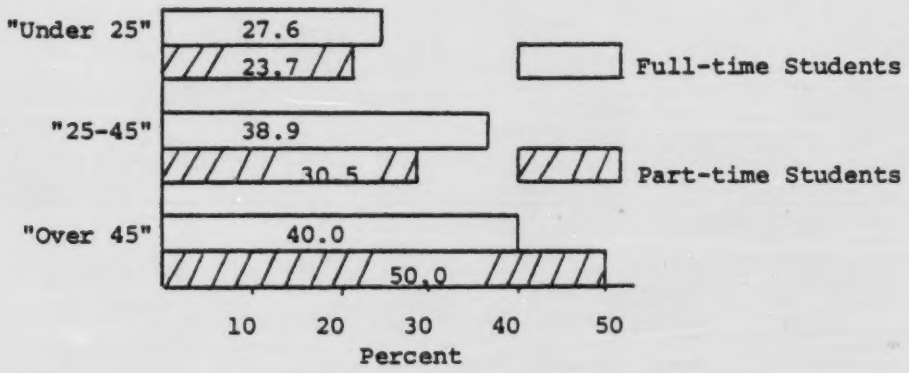

Figure 8. Comparative percentage responses to the option of "Maintaining the current six unit requirement with a specific class in <u>both</u> history <u>and</u> political science."

"Combining both requirements into a single three unit class stressing BOTH history and political science" did not prove to be as popular as had been anticipated by both critics and supporters of the current six unit requirements. Table 12 indicates this response.

TABLE 12.--Composite response totals in favor of the option of "Combining both requirements into a single three unit class stressing both history and political science."

	"Under 25"	"25-45"	"Over 45"
Full-time Students	211	35	1
Part-time Students	74	70	2

Figure 9 indicates that 19.6 percent of the full-time and 19.8 percent of the part-time students in the "Under 25" age range voted in favor of "Combining both requirements into a single three unit class stressing BOTH history and political science." This contrasted with 19.4 percent of the full-time and 28.5 percent of the part-time respondents in the "25-45" age category. Percentage comparisons in the "Over 45" age bracket had limited significance numerically, with 10.0 percent of the full-time and 14.3 percent of the part-time students selecting this modal choice.

Less than 10 percent of all student respondents advocated "Abolishing all requirements in history and political science." About the same proportionate number of respondents in each age and status category favored this option. The numerical results from each status and age delineation are found in Table 13.

Figure 10 represents the comparative percentages for full and part-time students in each age range who advocated abolishing both requirements. The age and status percentage comparisons proved to be quite comparable. The 9.2 percent responses from the "Under 25" full-time

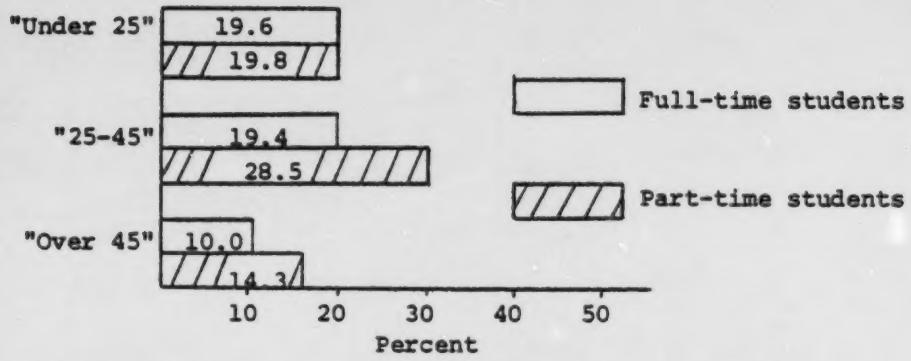

Figure 9. Comparative percentage responses to the option of "Combining both requirements into a single three unit class stressing BOTH history and political science."

TABLE 13.--Composite response totals in favor of the option of "Abolishing all requirements in history and political science"

	"Under 25"	"25-45"	"Over 45"
Full-time students	99	16	1
Part-time Students	38	14	1

student category equated favorably with the 8.9 percent response rate for full-time students in the "25-45" age bracket. While 10.1 percent of the "Under 25" part-time students advocated abolishing these requirements, only 5.7 percent of their counterparts in the "25-45" age group concurred. One "Over 45" aged respondent in each status category proposed abolishing both of these requirements (full-time, 10.0%; part-time, 7.1%).

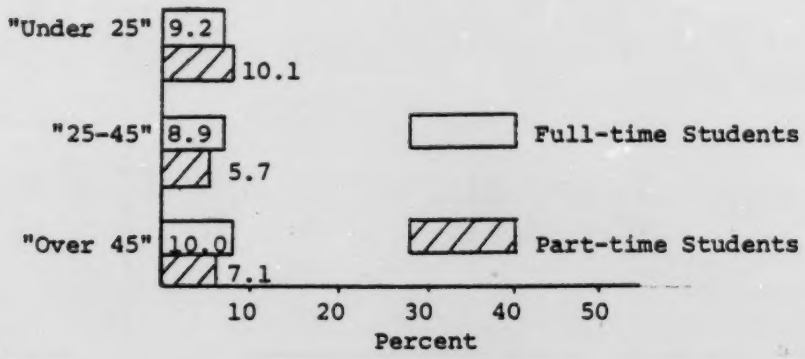

Figure 10. Comparative percentage responses to the option of "Abolishing all requirements in history and political science."

Around 5 percent of all respondents advocated "Permitting the student to challenge both requirements by examination without earning class credit." The numerical ratios approximated the proportional distribution of full and part-time students in each of the age categories. Table 14 presents these numerical totals for this option.

TABLE 14.--Composite response totals in favor of the option of "Permitting the student to challenge both requirements by examination without earning class credit."

	"Under 25"	"25-45"	"Over 45"
Full-time Students	47	7	0
Part-time Students	25	16	1

This response mode in favor of permitting an examination challenge without credit appealed to 4.4 percent of the full-time and 6.7 percent of the part-time students in the "Under 25" age range. Figure 11 depicts the fact that while only 3.9 percent of the "25-45" full-time respondents favored this option, 6.5 percent of the part-time students in this same bracket supported this choice as the best option. Only one part-time student in the "Over 45" age category (7.1%) supported this proposal.

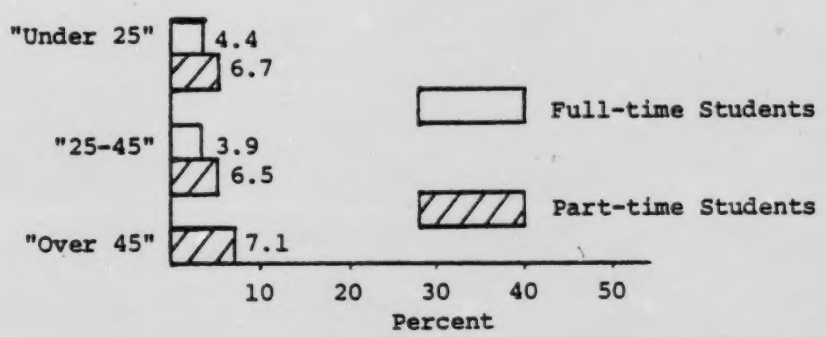

Figure 11. Comparative percentage responses to the option of "Permitting the student to challenge both requirements by examination without earning class credit."

There were no student respondents in the "Over 45" age range who selected the final option entitled "Other." Support for this choice on behalf of the remaining four age and status categories was numerically and percentage-wise quite small, although their comments were often quite informative. The numerical results for this option are presented in Table 15.

TABLE 15.--Composite response totals in favor of the "Other" option in fulfilling history and political science requirements

	"Under 25"	"25-45"	"Over 45"
Full-time Students	30	3	0
Part-time Students	14	7	0

Finally, with regard to the student survey, this "Other" response option found 2.8 percent of the full-time and 3.7 percent of the part-time respondents in the "Under 25" age category providing alternative proposals to fulfill the American history and political institutions graduation requirements at Cerritos College. These percentage totals contrasted with the 1.7 percent return for the full-time and the 2.8 percent response of the part-time students in the "25-45" age range. Figure 12 outlines these returns.

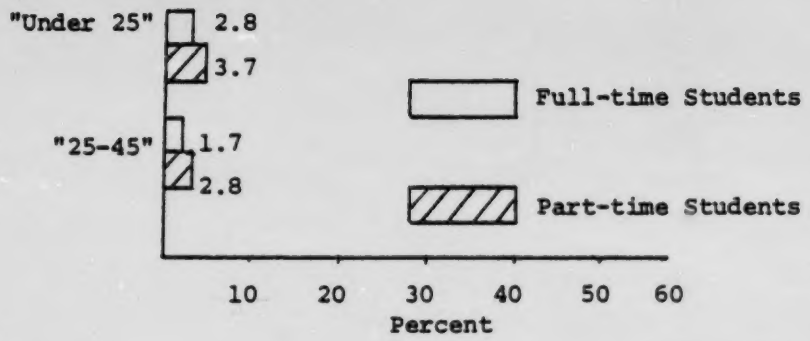

Figure 12. Comparative percentage responses to the "Other" option in fulfilling history and political science graduation requirements.

California Community College Questionnaire

The California community college questionnaire was mailed to 101 public institutions, with 90 (89.1%) responding. A catalog search was conducted for the remaining 11 colleges (10.9%) which did not return the first or second questionnaire. Findings from this secondary catalog search were used to determine the number of A.A. general education units, the number of "Social Science" A.A. requirements, and the nature of the American history and political institutions graduation requirements. Tables 18 and 19 were forced to include a "No response" category to accommodate these 11 colleges, since their current catalogs did not provide information relative to pre-September, 1973 graduation requirements or preferences regarding reinstitution of a statewide graduation mandate in these fields.

In response to the question "How many general education units does your college require?", 46 colleges (45.6%) responded that they require 15 units (the statewide minimum); 16 (15.8%) indicated that they mandate 16-18 units; 12 (11.9%) stated that 19-21 units were necessary; while 27 colleges (26.7%) replied that 22 or more units are demanded.

TABLE 16.--The number of graduation units required in general education among California's public two-year community colleges

	Units				
	15	16-18	19-21	22+	Total
Number of Colleges	46	16	12	27	101
Percent of Colleges	45.6	15.8	11.9	26.7	100.0

Further examination of A.A. general education requirements in the "Social Science" category revealed that 59 colleges (58.4%) indicated that they required three or less units; 36 (35.7%) replied six units; while six campuses (5.9%) responded that seven or more units were mandated.

TABLE 17.--The number of A.A. degree "Social Science" general education units required among California's public community colleges

	Units			
	Three	Four to Six	7+	Total
Number of Colleges	59	36	6	101
Percent of Colleges	58.4	35.7	5.9	100.0

A number of alternate response modes were given to the inquiry, "How many courses or units did your college require in history/ institutions" under Title 5, Chapter 7 (pre-September 1, 1973)? The largest plurality of the colleges, 49 (48.5%), required three units in history; while a majority, 56 (55.5%), mandated a three unit political institutions class. Thirteen colleges (12.9%) indicated that they once offered a three or four unit combined history and institutions course. Four campuses (4.0%) replied that they once required four or more units in history; compared with three colleges (2.9%) which had once required four or more units in political institutions, mostly in political science offerings. Only seven institutions (6.9%) claimed to have previously had either an history or political institutions requirement. Seven campuses (6.9%) had had no requirement in history, but one in institutions; while one college (1.0%) had had no institutions requirement, but had required three units in history. Ten campuses (9.9%) were not founded prior to 1973; and 11 colleges (10.9%) made no response to the questionnaire and therefore could not be counted.

In response to the preferential inquiry "Does your college's administration favor a recent proposal before the Board of Governors to reinstate these graduation requirements?", 23 colleges (22.8%) replied "Yes," 32 (31.7%) "No," with 35 (34.6%) expressing "No opinion." Again, 11 colleges (10.9%) were nonrespondents.

The main thrust of this California community college questionnaire was to discover how many colleges still have an American history and/or political institutions requirement; and if they do, how it is prescribed. The largest plurality of institutions, 45 (44.6%), required at least two,

TABLE 18.--Pre-September 1, 1973 American history and political institutions requirements among California's community colleges

	No Requirement	Not Founded	No Response	Either Or Requirement (3 units)	Combined Course (3 units)	Requirement in Both (6 units)	Requirement in Both (7+ units)	Total
Number of Colleges	7 / 1	10	11	7	13	49 / 56	4 / 3	101 / 101
Percent of Colleges	6.9 / 1.0	9.9	10.9	6.9	12.9	48.5 / 55.5	4.0 / 2.9	100.0 / 100.0

Note: For response modes with two numerical and percentage totals, the upper response denotes American history, the bottom one political institutions.

and in most cases three or more units in either American history or political institutions. In most cases, this requirement could be fulfilled by taking one course from a list of history, political science, or social science offerings. The next highest plurality of colleges, 38 (37.7%), indicated that they had no requirement in either field. Nine campuses (8.9%) had both an American history and political institutions requirement, usually three units in both areas, which could be satisfied by completing one course in each competency area from a list of history, political science, and social science classes. A small plurality, 6 (5.9%), still offered a specially designed three unit combined course in American Institutions. Three colleges (2.9%), the smallest plurality, required two to three units only in American Government.

TABLE 19.--Opinions from California's community colleges on reinstating a statewide graduation requirement in history and institutions

	"Yes"	"No"	"No opinion"	No response	Total
Number of Colleges	23	32	35	11	101
Percent of Colleges	22.8	31.7	34.6	10.9	100.0

One college among those currently requiring no graduation requirements in either area indicated that it was considering instituting a single requirement; while two responded that their social science divisions were considering initiating one course, or increasing units.

TABLE 20.--Existing American history and political institutions requirements in the California community colleges, 1977

	No District Requirement	Combined 3 Unit Course	Both History & Inst.	Either History or Inst.	Only American Government	Total
Number of Colleges	38	6*	9*	45	3	101
Percent of Colleges	37.7	5.9	8.9	44.6	2.9	100.0

*Two colleges have both a single course and dual class requirement options.

One institution, with a combined single course option, indicated that it was currently considering a request to increase "Social Science" graduation requirements. No details were given.

Among campuses requiring both competencies, one college replied that it was considering creating a more academic honors program.

For those colleges with an either-or option, one campus assumed that elective options were going to be curtailed, while another was beginning to investigate possible changes.

CHAPTER V

DISCUSSION

Cerritos College Survey

Responses checked by Cerritos College students indicating why they had signed up for History 27 and Political Science 5 courses confirmed that an over-all majority of the surveyed students (52.9%) were fulfilling A.A. degree requirements. Although it had been assumed that this first response mode would result in the leading plurality, the percentage response was surprising.

Among the "Under 25" full-time respondents, often the ones instructors most identify with, more students than anticipated indicated A.A. (46.9%) than transfer (47.6%) requirement objectives. These Cerritos students usually attend day classes, and tend to declare their intention to transfer early in their college residency. Since most of these students take the required history and political science courses as freshmen, it was somewhat surprising to find the plurality as small as it was in favor of the transfer program.

"Under 25" part-time students usually return to school for immediate employment related needs; whether to increase promotional opportunities on a current job, or to acquire job related skills for a new one. Acquiring an A.A. degree is the primary objective for this element of the student population because it constitutes the best avenue to acquire a job, or acquire new job skills. This group also tends to be

more cautious than their full-time counterparts by pursuing educational endeavors one step at a time. The A.A. degree represents the first milestone of college achievement for many younger students who decided to seek employment after high school, or who opted for part-time study because of the demands fostered by their need to seek part-time employment. While the total majority (50.4%) was expected, the number of part-time respondents (36.8%) declaring their intention to transfer was larger than anticipated.

Full and part-time students in the "25-45" age category conformed to expectations regarding A.A. and transfer career objectives. Almost identical ratios of full-time (69.4%) and part-time (68.3%) students indicated that they were attempting to fulfill A.A. degree requirements. More surprising than these percentages, since most of these students seek the A.A. degree while working, was the number of full-time "25-45" respondents in this age bracket. Under-employment, coupled with a locally recessed employment market in aerospace and related industries, has forced many of these students back into the classroom on a full-time as well as a part-time basis. The assumption that students in this age range are mostly part-time attenders was not borne out by this study.

Students in the "Over 45" age range are usually not seeking immediate employment advantages in attending college, even though the largest percentages for both full (90.0%) and part-time (71.5%) students in this limited sample indicated that they were working for an A.A. degree. Achieving an A.A. degree is especially important for most students in this age bracket.

Numerical percentage totals from the last three response modes for this class objective inquiry proved to be numerically insignificant, as

was expected. A relatively large percentage of "Over 45" part-time respondents (21.4%) indicated that they were fulfilling personal interests, although not one full-time student in this age range would admit to this objective. "To satisfy personal interest" accounted for a small but identifiable percentage among "25-45" year-old students (full-time, 7.8%; part-time, 9.0%), and a surprisingly high total for "Under 25" part-time students (7.2%).

The survey's second question, "Would you have taken this class if it weren't required?" resulted in about the percentage response of "Yes" (31.3%) and "No" (53.4%) answers that had been anticipated. What was unexpected was the relatively large minority (15.3%) of all students who had "No opinion." While some students may have really been uncertain as to why they had enrolled in the class, many undoubtedly deemed it advisable to remain noncommital.

The smallest percentage of support in favor of taking these courses if they weren't required was registered by the "Under 25" full-time students (26.5%). There is a definite dichotomy in this response, even though it was expected, insofar as the largest plurality of these same students intended to transfer where an American history or political institutions course is required. This "Under 25" full-time contingent voted with more opposition to taking either course if not required (55.9%) than indicated either A.A. or transfer objectives. Quite obviously, this group's basic hostility to these requirements, and perhaps others as well, plays more than a small role in explaining why so many from this group do not transfer within the time frame of two years.

Over half (52.0%) of the "Under 25" part-time students also indicated that they would not take either course if it weren't required,

but this response was more in line with these students' immediate degree and employment objectives.

The largest plurality of "25-45" full-time students (45.5%) indicated that they would have taken the class if it weren't required. When added to the moderately affirmative response given by part-time students (38.6%) in this age range, the instructional assumption that older students more often prefer these requirements would seem justified.

Among the "Over 45" category respondents, more part-time students (57.1%) indicated that they would take the class if it weren't required than any other age status. Surprisingly, considerably fewer full-time students (30.0%) in this age bracket affirmed that they would have taken either class if it had not been required. The high "No opinion" response totals for this age group would appear to indicate both a measure of uncertainty and reticence on these students' part.

The largest plurality of over-all respondents (34.1%) supported the requirement option of "Allowing the student to take any course in history and any course in political science."

Among students in the "Under 25" age group, identical responses (full-time, 36.4%; part-time, 36.0%) were in line with the option these students usually request, but somewhat higher than expected.

Students from the "25-45" range usually prefer prescriptive education, both because they are often hesitant to select their own courses, and because they are more interested than "Under 25" students in fulfilling requirements by traditional means. This would apparently account for the smaller returns registered by this age group in support of elective requirements (full-time, 27.2%; part-time, 26.0%).

Explanations and rationales given for the "25-45" age students also applied to part-time students in the "Over 45" category (21.5%), but did not prevail for full-time students (40.0%) in this same range.

The second largest student plurality endorsed "Maintaining the current six unit requirement with a specific class in both history and political science." This constituted a higher degree of endorsement for the current requirements than had been envisioned by the departments of history and political science (28.5%).

Fewer full-time (27.6%) and part-time students (23.7%) in the "Under 25" age range supported these existing requirements than in any other age-status category. These students, often the byproducts of self-directed high school curriculums, were expected to be the ones most opposed to the retention of these existing requirements. That they were was therefore not surprising, but that one-fourth of these students supported this option did surprise all parties connected with this survey. These traditional students are assumed to be gradually returning to more traditional curriculum preferences in California. While the results of this survey did not completely substantiate this trend, the survey's results do show the need for further hypothesizing and researching in this area of curriculum preferences.

More "25-45" age students supported the current requirements than any other option (full-time, 38.5%; part-time, 30.5%). These educationally "other-directed" students apparently supported the status quo because it represented the course of least change. These students who completed their secondary schooling in an era of prescribed requirements in American history and political institutions might also have reacted favorably to these requirements because their attachments to core

curriculums are strong. Perhaps, as well, these students simply reacted positively toward the existing requirements because they recognized them as being inherently necessary for a well-rounded college student's needs.

Support in favor of retaining the two existing requirements was most pronounced among the few students "Over 45." With 40 percent of the full-time and fully 50 percent of the part-time students voting for this option, traditional curriculums would appear to be desired by this student clientele even more decidedly than by "25-45" year-old students.

The departments of history and political science have continued to resist the third most popular overall option (20.7%), that of "Combining both requirements into a single three unit class stressing BOTH history and political science." Both departments continue to feel that teaching the survey of American history (whether chronologically or topically) and American political institutions in a three unit one semester course would methodologically confuse students and, in turn, destroy whatever content there would be in such a combined course.

Surprising consistency was shown by "Under 25" full-time (19.6%), "Under 25" part-time (19.8%) and "25-45" full-time students (19.4%) in supporting this combined course option. More "25-45" part-time students (28.5%) supported this third choice than had endorsed the more popular first option. Fewer "Over 45" students supported this third option (full-time, 10.0%; part-time, 14.3%), perhaps due as much to the limited student population in the survey as due to personal preferences.

The final three options accounted for approximately one-sixth (16.7%) of the composite response totals. Although collectively the combined totals for these final three options were numerically less than

for any of the first three choices, they remain individually interesting to ponder.

The greatest surprise on the survey was the lower overall response accorded to the option of "Abolishing all requirements in history and political science" (8.9%). Defenders of the current six unit requirement in American history and political institutions estimated that one-quarter to one-third of Cerritos students in this survey would mark this option. On-campus critics have long contended that at least one-half of the college's students would vote to abolish these two requirements if given the opportunity. Both advocates and opponents alike were proven wrong, very wrong. Since nearly two-thirds (62.6%) of all surveyed students supported a six unit elective or prescribed requirement, and since an overwhelming majority (83.3%) endorsed at least three units in American history and institutions (equal to the old statewide mandate), rarely have the college's administrative and instructional staffs so misread student curricular preferences. There was also noticeable agreement among all age and student statuses in the level of support given to abolishing both requirements, with less than five percentage points separating the highest from the lowest response.

One-twentieth of all respondents (5.0%) recommended "Permitting the student to challenge both requirements by examination without earning class credit." The originators of this survey had no idea what the response totals for this option would be, especially since this option did confuse some students on the final survey. What this option attempted to propose was a waiving of both requirements if both areas were passed by competency examinations without any unit credit involved.

The departments of history and political science have long objected to granting unit equivalency credit for a comprehensive department examination which would contain the same number of objective questions that are asked on a typical final examination in either discipline (150). These departments have permitted transfer students to show discipline proficiency by means of an examination, but have resisted giving unit credit by examination for any course. The Curriculum Committee, and especially the Counseling Division, have long advocated giving unit equivalency for successful passage of proficiency examinations. Ironically, in light of the few students who have callenged the transfer requirements, this difference of opinion has cost the college at least one compromise over the past three years. Again, there was remarkable percentage consistency among advocates in the five age and status categories who supported this option.

The "Other" category had a total of fifty-four (2.8%) respondents. Approximately one-third of these students indicated by blank ballots "No comment" for this section of the survey. Another five supported a three unit option in either history or political science, usually in history; while another handful advocated requiring six units in one area or the other, again, usually in history. Around ten students expanded upon variations of the examination challenge option. The remainder had what has to be called very individual responses, most without the benefit of providing an alternate proposal. In a few instances, derogatory comments were directed against particular instructors in the program. These responses were marked "No comment."

California Community College Questionnaire

Any questionnaire, is, at best, an imperfect instrument for accurately assessing attitudinal changes. The California community college questionnaire attempted to collate and to analyze developmental trends and evolving philosophies concerning American history and political institutions requirements throughout the state. To a certain degree, this survey succeeded in doing this, especially with respect to the variety of existing statewide community college requirements. More circumspectly, this study provided limited information about A.A. general education and "Social Science" category unit requirements. It largely failed as a barometric measurement of changing institutional viewpoints.

The probable response rate on any questionnaire is measured by the level of attention given to inquiries which demand more than a "Yes" or "No" answer. Community college personnel are reticent to share too much with outsiders concerning either internal policy problems, or projected curriculum reforms. This California community college questionnaire experienced these response frustrations, partly due to semantic misinterpretation, partly due to the nature of the topic itself. The rate of response was, nevertheless, surprisingly high, even though it often took two or three follow-up inquiries. The fact that so many busy administrators took the time to complete this questionnaire is testimony to the fact that this topic is fast becoming an increasingly important item for reconsideration on many campuses. Basic skill and proficiency requirement areas are currently being discussed nationally, and certainly American history and political institutions are considered to be part of basic subjects on many campuses.

The questionnaire confirmed what Cerritos College counselors have long maintained, namely, that the statewide average for A.A. general education units approximates 15 to 18 units. With 61.4 percent of the respondents requiring 18 or less units, it would appear that Title 5's 15 unit minimum has become the maximum for a large number of California community colleges. The number of colleges (19) requiring over 22 units in general education was more unexpected, with five institutions requiring over 30 units even more surprising. Rumors have circulated statewide that some colleges have declared their entire curriculum to be general education in satisfying the 60 unit graduation requirement. Three of the responding colleges indicated that they employ this approach; a practice which does resolve one problem in defining general education, but certainly leads to others in articulating general education courses with other institutions.

A basic problem surfaced regarding some of the responses provided to the query about the number of general education units required on each campus. In colleges where district graduation requirements are considered to be part of general education, these units invariably are counted with other elective general education options in determining the composite total. In institutions where district requirements are placed outside of the parameters of general education, they are rarely considered or counted as general education. This obviously accounted for some of the high response totals in prescribed general education requirements. Conversely, interpretation differences concerning this inquiry also resulted in some colleges underestimating their actual number of breadth requirements. Because many colleges deliberately merge both district and state general education requirements in their A.A. degree program, it

proved to be almost impossible to word this question in such a way as to avoid this confusion.

To a more limited extent, the inquiry concerning "Social Science" general education requirements resulted in identical problems. The results are not as suspect, inasmuch as colleges have to define courses and unit requirements for this general education category. Without catalog cross-referencing, which was undertaken to check half of the returns, it became difficult to determine the specific nature and composition of each college's "Social Science" general education options. This was certainly not the fault of the respondents, nor even of the question, as far as it went. Two additional queries should have been included, one calling for a response as to whether the unit totals were elective or prescribed; the other asking the colleges to indicate whether any history or institutions requirements were included in the "Social Science" category of general education. These added questions, however, would have probably caused more confusion; and would have certainly lengthened the questionnaire, thereby further limiting the returns.

Response rates for the first two questions concerning the number of graduation units which were required prior to September, 1973 (Title 5, Chapter 7) provided an adequate barometer of what each college's requirement had been prior to Title 5, Chapter 8. Even here, a handful of responses were so unrealistically low that they could not have possibly conformed to the older statewide requirement. It has to be assumed that some respondents were not that informed, or interested enough to take the time necessary to investigate the answer if they had no knowledge of what the requirements had been prior to September, 1973.

The number of colleges which had both a history and institutions requirement was higher than anticipated, and this does give demonstrable evidence as to why the California Community College Board of Governors, in their 1971 action, discontinued a statewide requirement in favor of district option. Over half of all colleges then founded were requiring six or more units in American history and political institutions. It is retrospectively easy to understand why so many occupational and vocational critics rose in opposition at that time when elective education and educational accountability were at their zenith in popularity. By contrast, less than one-fifth of the colleges currently have requirements in both areas.

The very small percentage (6.9%) of colleges satisfying Title 5, Chapter 7's three unit statewide requirement by means of an either history or institutions option was the most surprising aspect of the questionnaire's findings. This is especially true when this result is compared with the large plurality of colleges (44.6%) which currently have such a requirement. Instead of completely abolishing both requirements when those districts which then had a two course requirement prior to September, 1973 were given this option, many districts converted their older dual requirements into an either history or political institutions requirement.

Less than half (5.9%) of the colleges currently provide for a combined three unit American Institutions requirement, in contrast with pre-September, 1973 totals (12.9%). It is conceivable that colleges altered their older combined requirement to an either-or option under Title 5, Chapter 8, especially since broadly eclectic, interdisciplinary,

and team-taught survey courses are not as innovatively popular as they were five years ago.

It was not surprising to discover that 37.7 percent of California's community colleges do not presently have an American history or political institutions requirement. The evaluator had expected this modal response, but assumed that it would be somewhat higher than indicated. Fewer colleges than anticipated have currently opted to abolish all such graduation requirements. This questionnaire did not investigate if any college had reinstated some form of American Institutions mandate after having initially abolished it under Title 5, Chapter 8.

The preferential opinion question concerning the possibility of reinstating a three unit statewide requirement did result in a higher than anticipated "Yes" response. The results of this query should not be construed as more than a sampling of individual preferences. The questionnaire assumed this, inasmuch as questionnaire respondents invariably react subjectively to such inquiries. The incidence of "No opinion" answers (34.6%) was frankly higher than anticipated, possibly due to the number of respondents who did not presume to speak for their colleges.

The writer is indebted to Mr. Austin White and colleagues at the City College of San Francisco, not only for distributing their earlier statewide survey poll which prepared the groundwork for this questionnaire, but also for arguing so cogently before the Board of Governors in December, 1976 regarding the history and institutions requirement. Although the Board tabled their request for reinstatement, White's position paper was well written, and contained many arguments for and

answers to criticisms raised by opponents of a statewide requirement. Many of the points made in this position paper have been incorporated into this current study, while others had been used by the Social Science Division in the earlier confrontation over A.A. general education requirements in 1973 at Cerritos College.

General Comments

This study's original objective encompassed a more limited scope than has been presented. As was mentioned in the Preface to the Literature Review section, "General education and graduation requirements are so inextricably related in the California community colleges that it is impossible to discuss one subject without referring to the other." The primary objective of this paper remained constant: an analysis of American history and political institutions requirements in the California community colleges, and at Cerritos College in particular. Because such graduation requirements are often considered by these colleges to be part of Title 5's general education package, and because Title 5 does encourage student elective choice in general education in contrast to local district's prescribed graduation requirements; it first became necessary to consider general education curriculums before resolving the primary issue of American history and political institutions requirements.

Cohen's (1975) contention that community colleges lack direction in curriculum planning has been substantiated in the Cerritos College experience. It is suspected that, with few exceptions, most community colleges also determine general education and graduation requirements without paying much attention to curriculum designs, instructional methodologies, learning theories, or the realities of institutional

policy systems. One reason may be that while no modern educator would consider intoning Sir Francis Bacon's dictum that he could fathom all knowledge, far too few have dared to concern themselves with little more than their own specializations. We educators have all too often become, in the words of William Moore Jr., "blind men on a freeway," more intent upon maintaining the procedural format in getting something accomplished than in concerning ourselves with what is worth being done. All community college personnel must become the "curriculum activists" Holladay (1976) alluded to if we, as educators, are collectively to digest the body of knowledge and determine what portion of it should be required of all students. By necessity this must initially involve the instructional faculty even more than the administrative staff. The faculty must be encouraged to contribute their individual discipline expertise to the collective decision-making process to assist educational administrators in drafting not only a workable, but a meaningful educational program for community college students. The method of college governance best suited to determine general education and graduation standards is a collegial, not a factional system. All interested parties must be involved in the formative planning stages, not just in the final affirming one.

General education evolved to serve the needs of the whole student, according to McConnell (1952), and it emerged as a reaction against the formalism of liberal education. More succinctly, as stressed in the 1945 Harvard Report, general education should emphasize a student's total education for life as a responsible person and a citizen. If general education does not enrich our educational experiences; if it does not enable us to live rich and satisfying lives (McConnell, 1950); or if it

provides no common denominator of experiences as to what every educated person should know (American Council on Education, 1944); we are not going to achieve a more rewarding personal life and a more perfect social order (DeRoy, 1975).

Can general education be said to accomplish these noble aspirations when a large plurality of California's community colleges restrict themselves to a state imposed minimum of general education units, or when a few of the state's community colleges declare the entire curriculum to be general education for the sake of procedural expediency? How much general education to offer is almost as controversial as what is to be offered. This dilemma has its own reward, however. As Collins (1975) mentioned while describing the seminal Los Medanos College experience, each college has both the necessity and the opportunity, through its collective educational judgment, to determine what is important for all students to learn on its campus.

Scigliano's (1976) contention that most community colleges have given only cursory attention to general education, and that they often pattern their plans exclusively after lower division curriculums of four-year institutions, is probably true. Perhaps the major reasons as to why so few colleges have accepted general education as their primary function is because most have not completely enough defined a campus theory or a methodological plan before starting to devise their educational requirement package. Most California community college general education and graduation requirement plans appear to have been created piecemeal in the interest of consensus rather than continuity. Compromise and negotiation must certainly occur in the final planning stages, and this often leads to educational dichotomies; but the plan's

basic college philosophy expressed in terms of defined educational goals and objectives should be fundamental enough to withstand the vicissitudes of specific modifications.

We live in an era which emphasizes, and in some cases requires, functionalism and accountability in education. Some educators have come to consider it heresy to question whether these attributes are achievable or even desirable in the context of general education. Because it is often eclectic and subjective, general education should be functional. Rarely are its important educational byproducts as easily measurable as society would like them to be. Courses containing enough general content to be considered part of any general education package are also broad enough to be concerned with attitudes as well as skills or content. Concepts as well as substantive content are, or should be, emphasized in every well-devised general education program. If we mechanically teach a student only how to perfect learning skills without instructing him in how these skills should be used in conceptualizing and evaluating societal experiences, we are completing only half the task. If we worry only about what will functionally enhance a student's employment opportunities and ignore educating for life's broader demands, we educators may do more harm than good. Colleges certify that students have been exposed to a wide variety of curricular offerings called general education. If the student has not been so exposed, society as well as the student becomes the victim.

Whether a community college's general education package is classical, humanistic, liberal, or skills oriented; it should have a coherence of purpose, and reflect what Silberman (1971) referred to as

that which is worth being, doing and knowing. The ideal package, tailored to reflect each district's needs and each governing board's inclinations, should include both practical skill and basic content offerings.

The social sciences contain primarily content rather than learning skill courses. This has denied disciplines in this area a certain flexibility in devising general education packages as compared with humanities, fine arts and natural science areas. Humanities courses can serve to fulfill requirements for graduation, or can be placed in the "Humanities" and "Learning Skills" categories under Title 5, Chapter 8. Natural science offerings can meet "Natural Science," "Learning Skills" and graduation requirements in mathematics. Fine arts classes can be placed in either the "Humanities" or "Learning Skills" areas. Social science disciplines, because of their very content orientations, seem destined to be considered primarily as "Social Science" category courses. While history is as much a humanities as a social science discipline, it is invariably placed under the "Social Sciences" because it is usually found in the departments or divisions of the social sciences on most campuses.

Herein is the problem in constructing a well-rounded general education program. Few educators would deny the inclusion of the social sciences in any current general education package. Indeed, as Nelson-Jones found as far back as 1968, the social sciences have become the fastest growing element among general education offerings, especially in the behavioral science fields of psychology and sociology. Inasmuch as understanding oneself is now considered to be one of the primary educational objectives in any general education program, behavioral

science courses have recently been inserted on general education lists in great number. These courses have been inserted in the "Social Science" category in California, where they have risen to challenge the preeminent positions of American history and political institutions. With many colleges cutting back on general education unit requirements, more and more classes are competing for fewer and fewer required units in the "Social Sciences." This has led to demands for an increase in unit requirements by social scientists on most campuses. Cerritos has not proven to be an exception, although there has been considerable restraint shown. With Americans becoming increasingly aware of the "future shock" syndrome made popular by Toeffler, the need to increase and not decrease social science offerings becomes irresistible. If our community college graduates are becoming more functionally illiterate in basic skills areas today because they have elected to take cultural and personal awareness courses, the dilemma facing educational planners is magnified. Along with the trend to diminish general education units has come the pernicious tendency for traditionally acceptable general education offerings to compete parasitically with each other in a race for increasingly fewer students. The result is tragic, not only for the students, but for all of higher education. Devising a well-rounded general education package which takes into consideration all of life's new demands, and doing so in fifteen units (one-fourth of the total units a student needs to graduate with an A.A. degree in California) has proven to be impossible. Let us at least have the courage to admit it! If we educators acknowledge that we cannot do everything we would like to concerning general education because of district imposed unit restrictions, we at least will have taken the crucial first step in

devising the best program possible.

Course and competency areas do compete with each other during the process of developing any viable general education program. The major objective of each campus should be to minimize the internecine bickering over vested interests, and to try and to resolve what general education needs are most important. It is difficult for most faculties, and even some administrators, to agree on prioritizing general education requirements. Far too often, because of campus indecision, it becomes the unwelcomed responsibility of local governing boards to mediate a crisis and to resolve issues which cannot be reconciled at the instructional level. While these governing boards often do a commendable job under pressure; what they end up accomplishing, in many instances, is a general education program lacking in both institutional philosophy and consistency.

The Social Science Division at Cerritos College has gone this route before in 1973, and may have to again. Although this discussion may have reflected more the Cerritos experience than current literature summations, this writer has become convinced that this is becoming the trend in general education policy-making on other California community college campuses.

The dilemma is compounded when each college attempts to follow Title 5's distinctions between elective general education and district graduation requirement mandates. This problem has been described at length previously, but it has now become necessary, after the results and discussions for both surveys have been completed, to recognize this confusion extant on many California community college campuses. Once more total graduation units become critical. In the vast majority of

instances where requirements in American history and/or political institutions exist among California's community colleges, these requirements have been placed in the "Social Science" category. By subdividing this category with elective options, these colleges have attempted to "kill two birds with one stone." In almost every instance where local district American history and/or political institutions requirements were placed outside of Title 5's general education categories, total breadth units necessary for graduation increased.

The California community college survey results affirmed that a sizeable majority of the state's community colleges are still requiring at least three units in one of these areas. Quite significantly, a number of colleges were either uncertain about or supportive of the need for a renewed statewide mandate. A few colleges were contemplating local district changes in these requirement areas, but could offer little indication as to the directions these changes might take.

Cerritos College's Board of Trustees has previously mandated retention of graduation requirements in both American history and political institutions (1973). There seems to be little reason to assume that they have changed their minds. They have also gone on record in favor of a general education requirement which contains as few units as possible consistent with their desire to require more than the statewide average in prescribed graduation requirements. The Board has forced a merging of general education and graduation requirements, and perhaps even their terminologies as well.

The writer began this inquiry convinced that Cerritos College was in violation of state mandated Title 5, Chapter 8 general education

directives. In the course of pursuing this topic, one thing above all other considerations has become clear. There are no constants, and there are few legal restraints on each campus interpreting Title 5, Chapter 8 according to its own necessities. This primary realization has led to one incontrovertible conclusion. Considering the confusing lack of interpretation concerning state mandates, and considering that community colleges tend to emulate each other whenever possible, this fact may not be at all bad. The state Board of Governors' reticience to enforce its policies, and its preference for giving directives instead of absolutes, has preserved the basic decentralized community college system in California. Control of the purse strings, even if in limited fashion, has given the state Board defacto control over curriculum.

The final section of this study undertook to provide Cerritos College's administration and Board of Trustees with alternative choices concerning American history and political institutions requirements, based upon college realities and survey findings. Revision of the college's decision-making process was also proposed.

CHAPTER VI

INSTITUTIONAL RECOMMENDATIONS

One of the most vexing problems facing Cerritos College in her continuing endeavor to present widely acceptable general education and graduation standards is her inability to differentiate between these two requirement categories. As has been shown in this paper, confusion exists concerning both the nature and placement of each type of requirement relative to other major graduation requirements.

This paper surmised that a certain amount of confusion was not entirely undesirable if it enhanced operational flexibility. Since the state Board of Governors has attempted to distinguish between state general education mandates and local district graduation requirements, this study has likewise attempted to resolve this dilemma on the Cerritos campus. Based upon results from this paper's surveys and literature searches, it is recommended that Cerritos' administrative and instructional staffs make every effort to comply with state directives in distinguishing between general education and graduation requirements consistent with the college's educational objectives. Whenever possible, specific Cerritos graduation requirements, such as American history and political institutions, should be individually listed. Since there is considerable instructional interrelationship between general education and graduation requirement offerings on the Cerritos campus, extreme care

should be taken to insure clarity and conciseness in definition and presentation.

Subcommittee on General Education

While analyzing general education and graduation needs of Cerritos' students, it was discovered that this investigation had to make procedural recommendations concerning the instructional decision-making process. The college has tended to give to the Curriculum Committee's Subcommittee on General Education broad discretionary power to recommend general education and graduation requirement options. This study did not object to this delegation of responsibility by the Curriculum Committee because this parent committee has proven to be far too large to engage in constructive policy-making at the planning stage. For this reason, it was found that a pressing need exists to reconstitute the subcommittee's membership to make it more reflective of all instructional areas.

The following suggestion is tendered to the Office of Instruction and specifically to the Vice-President of Instruction who appoints members to curriculum subcommittees. In order to insure both adequate representation and manageable size, an eleven member subcommittee is recommended. This standing Subcommittee on General Education would provide representation for each of the college's eight instructional divisions, the Counseling Division, the Office of Instruction, and Associated Student Body of Cerritos College. Four division chairmen, five division faculty, one dean and one student would constitute this subcommittee's membership.

It is suggested, to expedite membership selection, that the

following procedure be employed. One division chairman from either the Humanities or Social Science Divisions should be represented because these two divisions superintend most of the course offerings in three of the four general education categories. A division chairman from among the divisions of Fine Arts and Communications; Health, Physical Education and Recreation; and Science, Engineering and Mathematics should be appointed, even though this grouping is somewhat contrived. Administrative expediency dictates grouping these three division together, and they do have common interests on the nature of general education and graduation requirements. One chairman from either the General Business, Health Occupations or Technology Divisions should be nominated, inasmuch as these divisions have a natural vocational affinity and tend to view general education and graduation requirements the same way. The chairman of the Counseling Division should always be present, because intercampus catalog articulation is a vital part of the subcommittee's function, and he can best perform this task. One of the deans from the Office of Instruction, preferrably the Dean of Academic Affairs, would constitute the fifth administrator. Those five instructional divisions as yet unrepresented would have their faculty representatives on the Curriculum Committee speak for their divisional interests. It is further recommended that the personnel from the eight instructional divisions be annually rotated between division chairman and faculty representatives according to the three division categories. The subcommittee's chairmanship can be rotated, and should be left to selective discretion by the membership.

Whenever an issue of campuswide interest arises which necessitates

discussion by the parent Curriculum Committee, the subcommittee should hold open hearings prior to submitting any majority or minority report to the full committee. For procedural changes, such as course additions or deletions to either requirement package for A.A. or transfer programs, the subcommittee need only consult with interested division representatives prior to making recommendations. Their decision would be as binding as current decisions rendered by the Vice-President of Instruction relative to minor course description or prerequisite changes. In both instances, conclusions submitted to the Curriculum Committee would be subject to ratification, and, if necessary, reconsideration.

A.A. Graduation Plans

The principle concern of this study was to resolve the embroglio over the emphasis given to and the placement accorded to the district's American history and political institutions requirements. Three plans with commentary are submitted for consideration, based upon results from the student survey and California community college questionnaire. Plans "A" and "B" are variations of the same plan, differing only in the placement of the American history and political institutions requirements. Plan "C" represents a proposal submitted by two members of the subcommittee. For sake of clarity, the complete A.A. graduation package for each plan is presented in the recommendation, even though a certain amount of repetition results. This investigator has discovered, in the pursuance of this paper, that completeness was more important than conciseness in recommendations of this magnitude. The unit totals for each plan can be viewed in their entirety as well.

Plan "A"

Cerritos College A.A. Degree Graduation Requirements

1. Departmental Major--18 units minimum

2. Mathematics: 0-3 units

   This requirement satisfied by:

   A. Successfully passing the Mathematics Placement Test, or

   B. Successfully completing Mathematics 50 or any other mathematics course except Math 60 or 19.

   C. The following mathematics-related courses are also acceptable: Psych 4, MMB 20, DP 30, or any Technical Math course.

3. American history and political institutions 0-6 units

   The American history and political institutions proficiency requirements can be fulfilled from courses on the "Social Science" A.A. general education list below in one of the following four ways:

   A. OPTION ONE. Pass departmentally administered and evaluated proficiency examinations in BOTH American history and political institutions. A student must take an additional three unit course from the "Social Science" (B) list below, EXCLUDING History 7.1, 7.2, 8.1, 8.2, 27 and Political Science 1 or 5.

   B. OPTION TWO. Pass a departmental proficiency examination in American history. Each student must then take either Political Science 1 or 5 (three units); AND one three unit course from the "Social Science" list EXCLUDING History 7.1, 7.2, 8.1, 8.2 and 27.

   C. OPTION THREE. Pass a departmental proficiency examination in American political institutions. Each student must then take one three unit course in American history (History 7.1, 7.2, 8.1, 8.2 or 27); AND one three unit course from the "Social Science" list EXCLUDING Political Science 1 and 5.

   D. OPTION FOUR. Take one three unit course in American history (History 7.1 or 7.2, or 8.1 or 8.2, or 27) and one three unit course in American political institutions (Political Science 1 or 5) from the "Social Science" list.

4. General Education: 15 unit minimum

   A. Natural Sciences: 3-5 units to be selected from those courses which are Biological or Physical Sciences:

(1) Biological Sciences
Anatomy and Physiology 10, 40, 40.16, 40.26, 52, 53.
Biology 1, 5.1, 5.2, 10, 12, 90.
Botany 10, 11.
Microbiology 1, 3.
Psychology 2.
Zoology 10.

(2) Physical Sciences:
Astronomy 1, 5.
Chemistry 1.1, 1.2, 2, 10.
Earth Science 1, 10.
Geology 1, 2, 3, 4, 10.
Physical Science 10.
Physics 2.1, 2.2, 4.1, 4.2, 4.3, 10, 11.

(3) HED 7 or 8.

NOTE: HED 7 is a two-unit class and will not completely satisfy the Natural Sciences requirement.

B. "Social Sciences" 3 to 6 units selected according to graduation requirement option 3A, 3B, 3C, or 3D.

Anthropology 1, 2, 3.
Economics 1.1, 1.2, 3.
Geography 1, 2, 38.
History 4.1, 4.2, 5.1, 5.2, 6, 7.1, 7.2, 8.1, 8.2, 17.76, 18, 19.1, 19.2, 20, 27, 30, 31, 39, 40.
Political Science 1, 2, 5, 7, 10.
Psychology 1, 5, 11, 33.
Sociology 1, 2, 10, 15, 20, 30.

C. Humanities: 3 units to be selected from 1, 2, or 3 below. Classes listed under 1 and 2 are also acceptable for the State University and Colleges General Education list.

(1) Philosophy or Literature.
English 2, 19, 21, 23, 25, 30.1, 30.2, 32, 33, 46.1, 46.2, 48, 49.
Foreign Language 3, 4, 5, 6, 10, 11.
Humanities 1.
Philosophy 5, 6, 7, 20, 21.

(2) Fine Arts.
Art 1, 2, 3, 4, 6, 7.
Journalism 18.
Music 10, 11, 13, 16.
Theatre 24, 25, 33, 40, 41.

(3) Art 80, ECE 32, Music 3, Spanish 21.1, 21.2, 23, 45, SEA 10, Speech 3, 10.

D. Learning Skills: 3 unit minimum (3-6 units).

English Clearance or eligibility for English 1 is the minimum composition level required for graduation from Cerritos College. Final clearance or an exemption from an English class may be obtained only through a combination of placement tests and a paragraph test administered by the English Department.

Students with CEPT scores of 61-100 or ACT 18 and up or SAT 425 and up should select one three-unit course from the following: English 1 or Speech 1, 7, or 8, or BCOM 46, 47, or SPV 18 or 19 or CR 11 or Phil 12 or Math 30 through Math 5.5, or Psych 4 or Math 12. Students passing Speech, Math 30 through Math 5.5, Logic or Statistics classes without English placement tests must establish English Clearance for graduation. Students with CEPT scores of 46-60 may satisfy the Learning Skills requirement by selecting one three-unit course from the following: Engl 50.2, BCOM 46 or SPV 19.

Students with CEPT scores of 0-45 may satisfy the Learning Skills requirement by completing English 50.1 and an additional English or English-related course as follows: English 61, English 50.2, BCOM 46 or SPV 19. Students recommended to English 1 from English 50.1 have English Clearance and have satisfied their Learning Skills requirement for graduation if their English teacher signs a statement indicating that English Clearance has been satisfied.

E. Additional units, if needed, to be selected from courses in A through D, above.

Plan "A" places the four options concerning American history and political institutions among the district's graduation requirements before introducing the topic of general education. This plan conforms more closely to the intent of Title 5 than any of the others. It encourages Cerritos College to place her prescribed graduation requirements outside of the elective general education category, while connecting graduation and general education categories through interrelated options. Students who successfully pass one or both of the proficiency examinations in American history and political institutions would then have elective choice to select courses from the "Social Science" general education category. The proposer intended to encourage

students to take one of the behavioral science offerings on this list, paralleling what other California community colleges are doing. Plan "A" would also closely parallel the college's existing "Social Science" requirement package for transfer students. This plan mandates between 15 and 23 units in graduation requirements, including general education, depending upon the proficiency examinations successfully passed. This plan is preferred by the Social Science Division at Cerritos College.

Plan "B"

Cerritos College A.A. Degree Graduation Requirements

1. Departmental Major--no change, 18 units minimum

2. Mathematics: 0-3 units

   This requirement satisfied by:

   A. Successfully passing the Mathematics Placement Test, or

   B. Successfully completing Mathematics 50 or any other mathematics course except Math 60 or 19.

   C. The following mathematics-related courses are also acceptable: Psych 4, MMB 20, DP 30, or any Technical Math course.

3. General Education: 15 unit minimum.

   A. Natural Sciences: 3-5 units to be selected from those courses which are Biological or Physical Sciences:

      (1) Biological Sciences:

      Anatomy and Physiology 10, 40, 40.16, 40.26, 52, 53.
      Biology 1, 5.1, 5.2, 10, 12, 90.
      Botany 10, 11.
      Microbiology 1, 3.
      Psychology 2.
      Zoology 10.

      (2) Physical Sciences:
      Astronomy 1, 5.
      Chemistry 1.1, 1.2, 2, 10.
      Earth Science 1, 10.
      Geology 1, 2, 3, 4, 10.
      Physical Science 10.
      Physics 2.1, 2.2, 4.1, 4.2, 4.3, 10, 11.

(3) HED 7 or 8.

NOTE: HED 7 is a two-unit class and will not completely satisfy the Natural Sciences requirement.

B. Social Sciences.

U.S. History and Government: 3-6 units. This requirement can be satisfied in one of the following four ways:

(1) OPTION ONE: Pass departmentally administered and evaluated proficiency examinations in BOTH American History and Political Institutions. A student must take an additional three-unit course from the Social Science list below, EXCLUDING History 7.1, 7.2, 8.1, 8.2, 27, and Political Science 1 or 5.

(2) OPTION TWO. Pass a departmental proficiency examination in American History. Each student must then take either Political Science 1 or 5 (three units) AND one three-unit course from the Social Science list EXCLUDING History 7.1, 7.2, 8.1, 8.2 and 27.

(3) OPTION THREE. Pass a departmental proficiency examination in American Political Institutions. Each student must then take one three-unit course in American History (History 7.1, 7.2, 8.1, 8.2 or 27) AND one three-unit course from the Social Science list EXCLUDING Political Science 1 and 5.

(4) OPTION FOUR. Take one three-unit course in American History (History 7.1 or 7.2, or 8.1 or 8.2, or 27) and one three-unit course in American Political Institutions (Political Science 1 or 5) from the Social Science list.

Social Sciences: 3-6 units selected according to graduation requirement Option 1, 2, 3, or 4.

Anthropology 1, 2, 3.
Economics 1.1, 1.2, 3.
Geography 1, 2, 38.
History 4.1, 4.2, 5.1, 5.2, 6, 7.1, 7.2, 8.1, 8.2, 17.76, 18, 19.1, 19.2, 19.3, 20, 27. 30, 31, 39,40.
Political Science 1, 2, 5, 7, 10.
Psychology 1, 5, 11, 33.
Sociology 1, 2, 10, 15, 20, 30.

C. Humanities: 3 units to be selected from 1, 2, or 3 below. Classes listed under 1 and 2 are also acceptable for the State University and Colleges General Education list.

(1) Philosophy or Literature.
English 2, 19, 21, 23, 25, 30.1, 30.2, 32, 33, 46.1, 46.2, 48, 49.
Foreign Language 3, 4, 5, 6, 10, 11.
Humanities 1.
Philosophy 5, 6, 7, 20, 21.

(2) Fine Arts.
Art 1, 2, 3, 4, 6, 7.
Journalism 18.
Music 10, 11, 13, 16.
Theatre 24, 25, 33, 40, 41.

(3) Art 80, ECE 32, Music 3, Spanish 21.1, 21.2, 23, 45, SEA 10, Speech 3, 10.

D. Learning Skills: 3 unit minimum (3-6 units).

English Clearance or eligibility for English 1 is the minimum composition level required for graduation from Cerritos College. Final clearance or an exemption from an English class may be obtained only through a combination of placement tests and a paragraph test administered by the English Department.

Students with CEPT scores of 61-100 or ACT 18 and up or SAT 425 and up should select one three-unit course from the following: English 1 or Speech 1, 7, or 8, or BCOM 46, 47, or SPV 18 or 19 or CR 11 or Phil 12 or Math 30 through Math 5.5, or Psych 4 or Math 12. Students passing Speech, Math 30 through Math 5.5, Logic or Statistics classes without English placement tests must establish English Clearance for graduation.

Students with CEPT scores of 46-60 may satisfy the Learning Skills requirement by selecting one three-unit course from the following:
Engl 50.2, BCOM 46 or SPV 19.

Students with CEPT scores of 0-45 may satisfy the Learning Skills requirement by completing English 50.1 and an additional English or English-related course as follows: English 61, English 50.2, BCOM 46 or SPV 19. Students recommended to English 1 from English 50.1 have English Clearance and have satisfied their Learning Skills requirement for graduation if their English teacher signs a statement indicating that English Clearance has been satisfied.

E. Additional units, if needed, to be selected from courses in A through D, above.

Plan "B" combines district graduation requirements in American history and political institutions with "Social Science" category general education requirements. The one advantage of this plan is that it is more comprehensible to students attempting to fulfill their American history and political institutions requirements by one of the four options. The major drawback, obviously, is in combining both graduation categories (general education and district) together. As in Plan "A," 15 to 23 units of graduation requirements, including general education, are required. The Subcommittee on General Education also prefers this plan over Plan "A."

Plan "C"

Cerritos College A.A. Degree Graduation Requirements

1. Departmental Major--no change, 18 units minimum

2. Mathematics: 0-3 units

   This requirement satisfied by:

   A. Successfully passing the Mathematics Placement Test, or

   B. Successfully completing Mathematics 50 or any other mathematics course except Math 60 or 19.

   C. The following mathematics-related courses are also acceptable: Psych 4, MMB 20, DP 30, or any Technical Math course.

3. General Education: 15 unit minimum.

   A. Natural Sciences: 3-5 units to be selected from those courses which are Biological or Physical Sciences:

      (1) Biological Sciences:
      Anatomy and Physiology 10, 40, 40.16, 40.26, 52, 53.
      Biology 1, 5.1, 5.2, 10, 12, 90.
      Botany 10, 11.
      Microbiology 1, 3.
      Psychology 2.
      Zoology 10.

(2) Physical Sciences:
Astronomy 1, 5.
Chemistry 1.1, 1.2, 2, 10.
Earth Science 1, 10.
Geology 1, 2, 3, 4, 10.
Physical Science 10.
Physics 2.1, 2.2, 4.1, 4.2, 4.3, 10, 11.

(3) HED 7 or 8.

NOTE: HED 7 is a two-unit class and will not completely satisfy the Natural Sciences requirement.

B. Social Sciences: 6 units to be selected, with one course in American History and Political Institutions, and one course in the Behavioral Sciences:

(1) American History and Political Institutions:
History 7.1, 7.2, 8.1, 8.2, 27.
Political Science 1, 5.

(2) Behavioral Sciences:
Anthropology 2.
Geography 2.
Psychology 1.
Sociology 1.

C. Humanities: 3 units to be selected from 1, 2, or 3 below. Classes listed under 1 and 2 are also acceptable for the State University and Colleges General Education list.

(1) Philosophy or Literature.
English 2, 19, 21, 23, 25, 30.1, 30.2, 32, 33, 46.1, 46.2, 48, 49.
Foreign Language 3, 4, 5, 6, 10, 11.
Humanities 1.
Philosophy 5, 6, 7, 20, 21.

(2) Fine Arts.
Art 1, 2, 3, 4, 6, 7.
Journalism 18.
Music 10, 11, 13, 16.
Theatre 24, 25, 33, 40, 41.

(3) Art 80, ECE 32, Music 3, Spanish 21.1, 21.2, 23, 45, SEA 10, Speech 3, 10.

D. Learning Skills: 3 unit minimum (3-6 units)

English Clearance or eligibility for English 1 is the minimum composition level required for graduation from Cerritos College. Final clearance or an exemption from an English class may be

obtained only through a combination of placement tests and a paragraph test administered by the English Department.

Students with CEPT scores of 61-100 or ACT 18 and up or SAT 425 and up should select one three-unit course from the following: English 1 or Speech 1, 7, or 8, or BCOM 46, 47, or SPV 18 or 19 or CR 11 or Phil 12 or Math 30 through Math 5.5, or Psych 4 or Math 12. Students passing Speech, Math 30 through Math 5.5, Logic or Statistics classes without English placement tests must establish English Clearance for graduation.

Students with CEPT scores of 46-60 may satisfy the Learning Skills requirement by selecting one three-unit course from the following:
Engl 50.2, BCOM 46 or SPV 19.

Students with CEPT scores of 0-45 may satisfy the Learning Skills requirement by completing English 50.1 and an additional English or English-related course as follows: English 61, English 50.2, BCOM 46 or SPV 19. Students recommended to English 1 from English 50.1 have English Clearance and have satisfied their Learning Skills requirement for graduation if their English teacher signs a statement indicating that English Clearance has been satisfied.

E. Additional units, if needed, to be selected from courses in A through D, above.

Plan "C" is favored by a majority of the Subcommittee on General Education. It provides for an either-or option in American history and political institutions because Cerritos does not have a combined American Institutions course, and is comparable to similar plans reported for most of the state's community colleges that have history and institutions requirements. Plan "C" is very similar to Cerritos' existing transfer general education package, except that only three to six units are required in the A.A. proposal, compared with six to nine for transfer students. In the transfer plan, both American history and political institutions are required, and proficiency examinations are available. The departments of history and political science have previously rejected Plan "C" because of the either-or option which

reduces the areas of competence. In turn, the subcommittee has refused to include both graduation proficiency areas, or to pattern their proposal after the existing transfer general education package. Plan "C" is submitted as the third proposal because both the Social Science Division and the Office of Instruction fear that the Cerritos College Board of Trustees might reject this plan with its either-or option. Plan "C" contains the same number of general education and district graduation units as the other two plans.

Summary

The Cerritos College student survey uncovered some interesting results, but none more surprising than the percent of support (62.6%) given to the elective or prescribed options of both American history and political institutions. With over four-fifths of the respondents (83.3%) indicating preference for at least a three unit requirement, this paper did not recommend a total abolition of American history and political institutions requirements at Cerritos College.

The college is also encouraged to note that students in the "25-45" and "Over 45" age categories are no longer attending Cerritos simply to fulfill job related or personal enrichment academic goals. Students in these age ranges, at least those taking required courses, are more likely to be pursuing A.A. or even transfer objectives than other goals. This fact supports California's abolition of the "defined adult" designation for older students who were once thought to be attending college only to take nongraded classes in nontraditional programs. Cerritos College has always adopted an eclectic approach to educating students in its day and extended day programs, and this Cerritos study

uncovered considerable evidence of student homogeneity regarding objectives and preferences among all age ranges and statuses in support of a composite graduation package.

This study recommends that student opinion be considered before deciding upon one of the A.A. degree plans presented above. It is also suggested that student input be sought on other instructional problems.

Results from the California community college questionnaire indicated that more colleges than anticipated are concerned with the variety and the placement of their district's American history and institutions requirements. Although those community colleges which do have requirements in one or both of these fields preferred options similar to the one presented in Plan "C," Cerritos College is not encouraged to consider this option at present. Questionnaire replies from these colleges indicated that over half of the respondents were interested or noncommital in seeking a statewide standard in these graduation areas. For this reason, results of this California questionnaire are being forwarded to the Office of the Chancellor of the California Community Colleges.

Based upon findings from both the student survey and statewide questionnaire, two primary recommendations are tendered. Cerritos is encouraged to adopt either Plan "A" or "B" as presented above. For sake of continuity, Plan "B" is probably most desirable, although condensing the options and rewording the "Learning Skills" category is encouraged to

insure student clarity.* It is also strongly suggested that the membership of the Subcommittee on General Education be increased to eleven to insure representation.

While the parochial aspects of the Cerritos College student survey limit this paper's external usefulness, it was felt that the interest shown by sister institutions in responding to the community college questionnaire gave to this study some measure of universal application. It was hoped that this investigation, in some small way, might contribute toward resolving one of the most pressing and vexing problems and disputed policy issues confronting California's community colleges: that of rationally defining and prescribing general education and graduation requirements.

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*On April 12, 1977, by a four to three vote, the Cerritos College Board of Trustees adopted the revised general education and graduation requirements for the Associate in Arts degree (see Appendix I). Two revisions were proposed to Plan "B," which had been previously approved by the college's Curriculum Committee. The first pertained to the "Social Science" general education category, where history and government course requirements were listed separately, followed by the proficiency examination options and the elective list of courses. The second change affected the "Learning Skills" area, where the existing six unit requirement in both oral and written communications was reinstated.

The closeness of the vote reflected the Board's disagreement over the elimination of Cerritos' health education graduation requirement. This requirement, the only current one eliminated from the 1977-1978 general education and graduation package, remained an elective option as proposed in Plan "B" under the "Natural Science" category.

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APPENDICES

APPENDIX "A"

STUDENT QUESTIONNAIRE: STATUS OF THE CERRITOS COLLEGE HISTORY AND POLITICAL SCIENCE REQUIREMENTS FOR THE A.A. DEGREE

I am _____ under 25 _____ 25-45 _____ over 45 years of age.

At present I am enrolled in _____ twelve or more or _____ eleven or less units.

PLEASE CHECK ONE RESPONSE ONLY FOR EACH OF THE FOLLOWING QUESTIONS

1. I signed up for this class to:

meet my A.A. degree requirement _____
meet my transfer requirement _____
satisfy personal interests _____
fill my schedule _____
I am not certain as to why _____

2. Would you have taken this class if it weren't required?

YES _____
NO _____
NO OPINION _____

3. I favor meeting Cerritos' history and political science requirements by:

Maintaining the current six unit requirement with a specific class in both history and political science _____

Allowing the student to take any course in history and any course in political science _____

Combining both requirements into a single three unit class stressing BOTH history and political science _____

Abolishing all requirements in history and political science _____

Permitting the student to challenge both requirements by examination without earning class credit _____

Other: _____

_____

CODE _____

APPENDIX "B"
PILOT QUESTIONNAIRE

October 14, 1976

Dear Colleague,

As community college administrators we are constantly besieged by large numbers of questionnaires, reports and surveys which must be completed. I am asking your indulgence with yet another survey, and request that you forward it to the administrator or chairperson on your campus responsible for this area of general education requirements.

Cerritos College will be reconsidering its A.A. general education requirements during 1976-77, independent of state mandates. Among categories subject to considerable revision are those dealing with American history and political institutions requirements. Knowledge of your college's existing history and institutions requirements for the A.A. degree, if any, will facilitate discussion at Cerritos concerning these same requirements.

Some questions may duplicate an earlier survey conducted by Mr. Austin White and colleagues at the City College of San Francisco, but it is important to our program at Cerritos College that these questions be once more asked and tabulated.

We are especially interested in knowing if your college is planning a revision in general education requirements relative to these American history and political institutions requirements.

May I take this opportunity to thank you for your help in compiling our statewide survey, and to wish your college an educationally exciting new school year.

Sincerely,

Keith A. Hinrichsen

Keith A. Hinrichsen
Chairman, Social Sciences

KAH:a.t.

APPENDIX "B"

AMERICAN HISTORY AND POLITICAL INSTITUTIONS
GRADUATION REQUIREMENTS IN THE CALIFORNIA
COMMUNITY COLLEGES

PILOT QUESTIONNAIRE

Prior to 1971 when the Board of Governors of the California Community Colleges eliminated the American history and institutions requirements for graduation:

How many courses or units did your college require in history? _____

How many courses or units did your college require in institutions? _____

Do you favor a current proposal now before the Board of Governors to reintroduce these graduation requirements?

YES ____
NO ____
NO OPINION ____

If your college is planning a revision in its current American history and institutions graduation requirements during 1976-1977, please specify the directions this revision may take:

* *

Does your college currently have a history and political institutions requirement for the A.A. degree which is met by completing a single one semester course?

YES ____
NO ____

IF "YES", PLEASE SPECIFY THE COURSE TITLE AND COURSE UNITS: _____

IF "NO", PLEASE COMPLETE THE FOLLOWING QUESTIONS:

American History Requirement

Does your college now have a separate history requirement for graduation?

YES ____
NO ____

If you offer both an A.A. and A.S. degree, is this history requirement the same for both degrees?

YES ____
NO ____
NOT APPLICABLE ____

If you have an A.A. degree requirement in history:
Is the current requirement stated in terms of

UNITS ____
COURSE(S) ____
BOTH ____

Please list the course(s) and/or units required _____

_____

Is this requirement:
Met through a prescribed course(s) in American history? ____
Met by selecting courses or units from a general list? ____
Other _____

American Political Institutions Requirement

Does your college now have a separate political institutions requirement for graduation?

YES ____
NO ____

If you offer both an A.A. and A.S. degree, is this political institutions requirement the same for both degrees?

YES ____
NO ____
NOT APPLICABLE ____

If you have an A.A. degree requirement in Institutions:
Is the current requirement stated in terms of

UNITS ____
COURSE(S) ____
BOTH ____

Please list the course(s) and/or units required _____

_____

Is this requirement:
Met through a prescribed course(s) in American institutions? ____
Met by selecting courses or units from a general list? ____
Other _____

* * * *

APPENDIX "B"

FINAL QUESTIONNAIRE

January 12, 1977

Dear Colleague,

As community college administrators we are constantly besieged by large numbers of questionnaires, reports and surveys which must be completed. I am asking your indulgence with yet another survey, and request that you forward it to the administrator or chairperson on your campus responsible for this area of general education requirements.

Cerritos College will be reconsidering its A.A. general education requirements during 1976-77, independent of state mandates. Among categories subject to considerable revision are those dealing with American history and political institutions requirements. Knowledge of your college's existing history and institutions requirements for the A.A. degree, if any, will facilitate discussion at Cerritos concerning these same requirements.

Some questions may duplicate earlier surveys, but it is important to our program at Cerritos College that these questions be once more asked and tabulated.

We are especially interested in knowing if your college is planning a revision in general education requirements relative to these American history and political institutions requirements, and how these requirements may have changed as a result of Title 5, Chapter 8, #51623 (post September 1, 1973).

May I take this opportunity to thank you for your help in compiling our statewide survey, and to wish your college an educationally exciting school year.

Sincerely,

Keith A Hinrichsen

Keith A. Hinrichsen
Chairman, Social Sciences

KAH:a.t.

APPENDIX "B"

AMERICAN HISTORY AND POLITICAL INSTITUTIONS
GRADUATION REQUIREMENTS IN THE CALIFORNIA
COMMUNITY COLLEGES
FINAL QUESTIONNAIRE

Prior to 1971 when the Board of Governors of the California Community Colleges eliminated the American history and institutions requirements for graduation:

How many courses or units did your college require in history?_____

How many courses or units did your college require in institutions?_____

Does your college's administration favor a recent proposal before the Board of Governors to reinstate these graduation requirements?
YES ____
NO ____
NO OPINION ____

Under Title 5, Chapter 8, #51623 (Associate of Arts Degree):

How many general education units does your college require?_____

How many units are required under the Social Sciences (b-2)?_____

If your college is planning a revision of its current position on American history and political institutions requirements during 1976-1977, please specify the directions this revision may take:

* *

Does your college currently have a history and political institutions requirement for the A.A. degree which is met by completing a single one semester course?
YES ____
NO ____

IF "YES", PLEASE SPECIFY THE COURSE TITLE AND COURSE UNITS: _____

_____

IF "NO", PLEASE COMPLETE THE FOLLOWING QUESTIONS:

American History Requirement

Does your college now have a separate history requirement for graduation?
YES ____
NO ____

If you offer both an A.A. and A.S. degree, is this history requirement the same for both degrees?
YES ____
NO ____
NOT APPLICABLE ____

If you have an A.A. degree requirement in history:
Is the current requirement stated in terms of

UNITS ____
COURSE(S) ____
BOTH ____

Please list the course(s) and/or units required _____

_____

Is this requirement:
Met through a prescribed course(s) in American history? ____
Met by selecting courses or units from a general list? ____
Other _____

American Political Institutions Requirement

Does your college now have a separate political institutions requirement for graduation?

YES ____
NO ____

If you offer both an A.A. and A.S. degree, is this political institutions requirement the same for both degrees?

YES ____
NO ____
NOT APPLICABLE ____

If you have an A.A. degree requirement in institutions:
Is the current requirement stated in terms of

UNITS ____
COURSE(S) ____
BOTH ____

Please list the course(s) and/or units required _____

_____

Is this requirement:
Met through a prescribed course(s) in American institutions? ____
Met by selecting courses or units from a general list? ____
Other _____

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APPENDIX "E"

Cerritos College

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11110 East Alondra Boulevard, Norwalk, California 90650 (213) 860-2451
Serving Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada, Norwalk

October 5, 1976

Mr. Charles McIntyre
Chancellor's Office
California Community Colleges
1238 S. Street
Sacramento, Ca. 95814

Dear Mr. McIntyre,

My name is Mr. Keith A. Hinrichsen, chairman of the Social Science Division at Cerritos College.

Cerritos is currently engaged in a re-assessment of our A.A. graduation requirements in American history and political institutions, and the college has sanctioned a survey which I am about to undertake. I am aware that Mr. Austin White, Chairperson of the Department of the Social Sciences at the City College of San Francisco has already undertaken a somewhat analogous statewide survey, and that his college's position paper has been submitted to the Board of Governors for consideration later this month. I have written Austin for copies of his survey and position paper.

Dr. Dale Tillery of U.C. Berkeley suggested that I contact your office regarding any statewide or local position papers which have been acquired by the Chancellor's Office which might be of help to Cerritos. Any papers immediately prior to the 1971 change in the statewide graduation requirement in American history and institutions to the present would be appreciated.

Since Cerritos has retained its six unit two course requirement in American history and political institutions for graduation, proposed changes by the Governing Board would probably have little immediate change in our requirements. We are, however, re-examining our current course and unit requirements, and would find position paper and survey guidelines very helpful in analyzing statewide trends in this important area.

Thank you for your consideration and co-operation.

Sincerely,

Keith A. Hinrichsen

Keith A. Hinrichsen
Chairman, Social Sciences
Cerritos College

Cerritos Community College District Board of Trustees: Louise Hastings, President; Jan J. Harris, Vice President; Louis Banas, Jr., Secretary; Charles Harris, Katie Nordbak, Leslie S. Nottingham, Harold T. Tredway, Members; Dr. Wilford Michael, President/Superintendent

Office of the Vice President

TO: CERRITOS COLLEGE FACULTY MEMBERS

FROM: DR. STUART BUNDY

DATE: OCTOBER 20, 1971

SUBJECT: MANDATED GENERAL EDUCATION REQUIREMENTS

The Board of Governors of the California Community Colleges has revised the Education Code Title V regarding requirements for graduation in a California Community College.

Please find attached a copy of the old regulations which are no longer in effect and a copy of the regulations which have been adopted.

Please note that, although Physical Education is no longer required for graduation, it is still one requirement for attendance for those students under 21 years of age who enroll in more than eight units.

The Sub-Committee on General Education of the Curriculum Committee will conduct hearings in regard to Section 51623. The recommendations of the Sub-Committee will be forwarded, after deliberate consideration, to the Curriculum Committee for further consideration and further hearings will be held if necessary. The recommendations of the Curriculum Committee will be reviewed by the Administrative Council and forwarded by the president to the Board of Trustees for approval. We trust that the entire faculty will give careful consideration to those learnings, understandings, and studies which the graduate of Cerritos College should possess after his studies in General Education in order to be a responsible citizen of our society in the years ahead.

Stuart M. Bundy
Vice President of Instruction

ne
attachments

CERRITOS COLLEGE
COUNSELING OFFICE

MEMO TO: Curriculum Committee

APPENDIX "G"

170

FROM: General Education Subcommittee

DATE: October 28, 1976

SUBJECT: REVISED GENERAL EDUCATION A.A. PROPOSAL

Title 5 California Community Colleges, Chapter 8, Degrees and Certificates, established a new series of graduation requirements which became effective on or after September 1, 1973. The structure for the A.A. Degree is as follows:

51623. Associate in Arts Degree. The governing board of a Community College district shall confer the degree of associate in arts upon a student who in grades 13 and 14 has satisfactorily completed from 60 to 64 semester hours of work in a curriculum which the district accepts toward the degree (as shown by its catalog) and which includes all of the following minimum requirements, provided that 12 hours of the required credit hours were secured in residence at that Community College:

(a) 18 semester units of study taken in a discipline or from related disciplines as listed in the Community Colleges "Classification of Instructional Disciplines."

(b) 15 semester units of general education which shall include at least one course in each of the following areas:

(1) Natural sciences. Those courses of study which deal with matter and energy and their interrelations and transformations (e.g. chemistry, physics, biology).

(2) Social sciences. The body of knowledge that relates to man as a member of society or component of society, such as the state, family, or any systematized human institution (e.g. economics, political science, sociology).

(3) Humanities. Those courses of study having primarily a cultural character (e.g., languages, literature, philosophy, fine arts).

(4) Learning skills. Courses, such as oral and written communication, logic, mathematics, and statistics, designed to facilitate acquisition and utilization of knowledge in natural sciences, social sciences, and humanities.

Students taking these courses may elect to use them to satisfy partially the general education requirements for a baccalaureate degree at the California State Colleges in accordance with the provisions of Section 40405 of this title.

(c) Ethnic studies courses shall be offered in one or more of the areas listed in subdivision (b). 171

The community college may determine which courses satisfy the requirements of this subdivision.

The governing board may make exceptions to the residence requirement in any instance in which it determines that an injustice or hardship would otherwise be placed upon an individual student.

Cerritos College complied with these new requirements in the 1973-74 catalog by adding a Humanities section, making available Ethnic Studies courses through Humanities offerings, by classifying HED 7 and 8 as the exclusive Natural Sciences acceptable for graduation purposes and by reducing the major requirement from 20 to an 18 unit minimum.

These changes may have reflected special considerations in effect at that time. However, the General Education Subcommittee of the Curriculum Committee last year in a thorough study found inconsistencies and inequities in this package. As a follow up they further distributed a proposal for new general education requirements which has subsequently been further revised and updated for your study and consideration. The rationale for the proposed changes include the following:

A. Consideration of the general education needs of A.A. Degree students at Cerritos.

B. Greater freedom and flexibility of choice in selection of courses by students for a liberal education.

C. Equal treatment of the four California State mandated areas of general education (Humanities, Social Science, Natural Science, and Learning Skills).

Please inspect the attached proposal and be prepared to react to it both from the point of view of its impact on your area and from the point of view of students' welfare.

Recommendations were as follows: APPENDIX "G"

1. Departmental Major - no change.

2. Mathematics:

   This requirement satisfied by:
   A) Successfully passing the Mathematics Placement Test, or
   B) Successfully completing Mathematics 50 or any other mathematics course except Math 60 or 19.
   C) The following mathematics-related courses are also acceptable: Psych 4, MMB 20, or any Technical Math course.

3. General Education: 15 unit minimum.

   A. Natural Sciences: 2-3 units to be selected from those courses which are Biological or Physical Sciences:

      1. Biological Sciences:
         Anatomy and Physiology 10, 40, 40.16, 40.26, 52, 53.
         Biology 1, 5.1, 5.2, 10, 12, 90.
         Botany 10, 11.
         Health Education 7 or 8.
         Microbiology 1, 3.
         Psychology 2.
         Zoology 10.

      2. Physical Sciences:
         Astronomy 1, 5.
         Chemistry 1.1, 1.2, 2, 10.
         Earth Science 1, 10.
         Geology 1, 2, 3, 4, 10.
         Physical Science 10.
         Physics 2.1, 2.2, 4.1, 4.2, 4.3, 10, 11.

   B. Social Sciences: 3 units to be selected from those courses which are listed as Social Sciences:

      Anthropology 1, 2, 3.
      Economics 1.1, 1.2, 3.
      Geography 1, 2, 38.
      History 4.1, 4.2, 5.1, 5.2, 6, 7.1, 7.2, 8.1, 8.2, 17.76, 18, 19.1, 19.2, 27, 30, 31, 39, 40.
      Political Science 1, 2, 5, 7, 10.
      Psychology 1, 5, 11, 33.
      Sociology 1, 2, 10, 15, 20, 30.

C. Humanities: 3 units to be selected from C1, C2 or C3.
Classes listed under C1 and C2 are also acceptable for the State University and Colleges General Education List. 173

C1. Philosophy or Literature
English 2, 19, 21, 23, 25, 30.1, 30.2, 32, 33, 46.1, 46.2, 48, 49.
Foreign Language 3, 4, 5, 6, 10, 11.
Humanities 1.
Philosophy 5, 6, 7, 20, 21.

C2. Fine Arts
Art 1, 2, 3, 4, 6, 7.
Journalism 18.
Music 10, 11, 13, 16.
Theatre 24, 25, 33, 40, 41.

C3. Art 80, ECE 32, Music 3, Spanish 21.1, 21.2, 23, 45, SEA 10, Speech 3, 10.

D. Learning Skills: 3 unit minimum.
English Clearance or eligibility for English 1 is the minimum composition level required for graduation from Cerritos College.

Students with CEPT scores of 61-100 or ACT 18 and up or SAT 425 and up should select one three-unit course from the following: Engl 1 or Speech 1, 7, or 8, or BCOM 46, 47, or SPV 89.2, 89.1, or CR 11 or Phil 12 or Math 30 through Math 5.5, or Psych 4 or Math 12. Students passing Speech, Math 30 through 5.5, Logic or Statistics classes without English placement tests must establish English Clearance for graduation.

Students with CEPT scores of 46-60 may satisfy the Learning Skills requirement by selecting one three-unit course from the following: Engl 50.2, BCOM 46 or SPV 89.2.

Students with CEPT scores of 0-45 may satisfy the Learning Skills requirement by completing Engl 50.1 and an additional English or English-related course as follows: Engl 61, Engl 50.2, BCOM 46 or SPV 89.2. Students recommended to Engl 1 from Engl 50.1 have English Clearance and have satisfied their Learning Skills requirement for graduation if the English Department signs a statement indicating thatEnglish Clearance has been satisfied.

E. Additional courses, if needed, to be selected from courses in A through D above.

RB:mw

APPENDIX "H"

Cerritos College

11110 East Alondra Boulevard, Norwalk, California 90650 (213) 860-2451
Serving Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada, Norwalk

May 18, 1976

TO: CURRICULUM SUBCOMMITTEE ON GENERAL EDUCATION

RE.: AA DEGREE REQUIREMENTS, SOCIAL SCIENCES

FROM: HINRICHSEN

The Departments of History and Political Science, in conjunction with the Social Science Division intend to request the retention of existing requirements for the Social Sciences in the AA Graduation Requirement General Education list (#3C). This would apply to all students meeting requirements through course work.

As was indicated before during my last meeting with your subcommittee, the departments involved are willing to extend the challenge exam privilege to AA graduates as we now do for students qualifying under the General Education package on the State College and University Transfer General Education list (#3C-1 and #3C-2).

Respectfully,

Keith A. Hinrichsen

Keith A. Hinrichsen
Chairman, Social Sciences

KAH:sl

Cerritos Community College District Board of Trustees: Louise Hastings, President; Jan J. Harris, Vice-President; Louis Banas, Jr., Secretary; Charles Harris, Katie Nordbak, Leslie S. Nottingham, Harold T. Tredway, Members; Dr. Wilford Michael, President/Superintendent

APPENDIX "H"

Cerritos College

11110 East Alondra Boulevard, Norwalk, California 90650 (213) 860-2451
Serving Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, Lakewood, La Mirada, Norwalk

November 23, 1976

TO: Subcommittee on General Education
FROM: Hinrichsen, Social Sciences
re.: General Education and graduation requirements, A.A. degree

After consultation with the Social Science Division, and departments of history and political science, the following recommendation is tendered:

1. that because of the changing status of Title 5, Chapter 8, #51623 and discussions at the state level relative to proficiency and/or reinstatement of graduation requirements, that we keep the status quo for the next year regarding the "Social Science" category.

If the subcommittee selects not to follow this suggestion, the division and departments involved are prepared to offer this further alternative:

2. that proficiency exams be extended to the A.A. program, for American history and political institutions, and that these exams be placed in a category comparable to the mathematics proficiency test. It will be assumed that the three units in the "Social Science" category will have to remain to meet the intent of Title 5, Chapter 8, #51623 (b) (Post-September 1, 1973).

I have come to discuss possible compromises on these two issues only. The final proposal discussed in point 2 will be itemized for the Curriculum Committee meeting on December 9.

On behalf of the division and departments involved, I wish to take this opportunity to thank the members of the subcommittee for according us the chance to speak to these issues before the full Curriculum Committee meets.

Keith A. Hinrichsen
Chairman, Social Sciences

Cerritos Community College District Board of Trustees: Louise Hastings, President; Jan J. Harris, Vice-President; Louis Banas, Jr., Secretary; Charles Harris, Katie Nordbak, Leslie S. Nottingham, Harold T. Tredway, Members; Dr. Wilford Michael, President/Superintendent

JANUARY 18, 1977

TO: CERRITOS COLLEGE CURRICULUM COMMITTEE

FROM: KEITH A. HINRICHSEN, CHAIRMAN-SOCIAL SCIENCE

SUBJECT: ALTERNATE PROPOSAL FOR A.A. DEGREE

I. Departmental Major--no change.

II. Cerritos College Graduation Requirements (Proficiency Tests)
The Board of Governors of the California Community Colleges at their December meeting in San Diego went on record (unofficially, as yet) as encouraging competence testing in those areas where districts have local graduation requirements.
   A. Mathematics--same as the subcommittee's proposal.
   B. American history
      1. Successful completion of an American history competency test, or
      2. Successful completion of Hist 7.1, or 7.2, or 8.1, or 8.2, or 27, or
      3. Completion of a single three unit course in American history and political institutions from an accredited institution.
   C. American political institutions
      1. Successful completion of an American political institutions competency test, or
      2. Successful completion of Pol. Sci. 1 or 5, or
      3. Completion of a single three unit course in American history and political institutions from an accredited institution.

III. General Education (Title 5, Chapter 8, Post September 1, 1973)
   A. Natural Sciences--no changes from the subcommittee's proposal (2-3 units)

   B. Social Sciences--no changes from the subcommittee's proposal (3 units)

   C. Humanities--no change from the subcommittee's proposal (3 units)

   D. Learning Skills--retention of the current six unit requirement, with choice, in oral and written communications.

   A student would need fifteen units of general education, and the two unit classes, for that reason, should be either omitted, or combined with others.

KAH:a.t.

APPENDIX "H"

JANUARY 20, 1977

TO: ROBERT BOS, CHAIRMAN, GENERAL EDUCATION SUBCOMMITTEE

FROM: KEITH HINRICHSEN, CHAIRMAN, SOCIAL SCIENCES

SUBJECT: A.A. DEGREE REQUIREMENTS

I wish to go on record as supporting Dr. Louis Wilson's proposal relative to the Social Sciences category (B) for the A.A. degree.

As I interpret his amendment, it would read as follows:

(B) Social Sciences 3-6 units, according to option:

1. If a student does not pass, or does not challenge both the American history and political institutions requirements, he would take one of the history AND one of the political science courses now approved. (six units)

2. If the student passes one competency exam, and not the other, he would take the subject class in the other field (either American history OR political institutions) and another three units from the elective list. (six units)

3. If the student passes both competency tests, one three unit course from the elective list would be required. (three units)

NOTE: In response to the Subcommittee's minutes of December, 1975 which alluded to a somewhat comparable proposal, the Division of Social Sciences DOES NOT consider passing of a two hour test in either field to be comparable to taking a three unit class. For this reason, we do not grant unit equivalency for passing the test, and for this reason think it erroneous for the Subcommittee to feel that passing of a competency test in either area is comparable to equation with three units of general education credit.

KH:a.t.

APPENDIX "H"

MARCH 8, 1977 178

TO: GENERAL EDUCATION SUBCOMMITTEE

FROM: HINRICHSEN, SOCIAL SCIENCES

SUBJECT: "SOCIAL SCIENCE" GENERAL EDUCATION AND GRADUATION REQUIREMENTS

Following your subcommittee's recommendation from your last meeting, the Social Science Division agrees to the following proposal:

CATALOG SECTION ON CERRITOS GRADUATION REQUIREMENTS

2. Mathematics proficiency 0-2 units
3. American history and political institutions proficiency 0-6 units

The American history and political institutions proficiency requirements can be fulfilled from courses on the "Social Science" A. A. general education list below in one of the following four ways:

A. OPTION ONE. Pass departmentally administered and evaluated proficiency examinations in BOTH American history and political institutions. A student must take an additional three unit course from the "Social Science" (B) list below, EXCLUDING History 7.1, 7.2, 8.1, 8.2, 27 and Political Science 1 or 5.

B. OPTION TWO. Pass a departmental proficiency examination in American history. Each student must then take either Political Science 1 or 5 (three units); AND one three unit course from the "Social Science" list EXCLUDING History 7.1, 7.2, 8.1, 8.2 and 27.

C. OPTION THREE. Pass a departmental proficiency examination in American political institutions. Each student must then take one three unit course in American history (History 7.1, 7.2, 8.1, 8.2 or 27); AND one three unit course from the "Social Science" list EXCLUDING Political Science 1 and 5.

D. OPTION FOUR. Take one three unit course in American history (History 7.1 or 7.2, or 8.1 or 8.2, or 27) and one three unit course in American political institutions (Political Science 1 or 5) from the "Social Science" list.

4. General Education

B. "Social Sciences" 3 to 6 units selected according to graduation requirement option 3A, 3B, 3C, or 3D.

Anthropology 1, 2, 3.
Economics 1.1, 1.2, 3.
Geography 1, 2, 38.
History 4.1, 4.2, 5.1, 5.2, 6, 7.1, 7.2, 8.1, 8.2, 17.76, 18, 19.1, 19.2 19.3, 20, 27, 30, 31, 39, 40.
Political Science 1, 2, 5, 7, 10.
Psychology 1, 5, 11, 33.
Sociology 1, 2, 10, 15, 20, 30.

KH:cd

CERRITOS COLLEGE

APPENDIX "I" April 5, 1977

TO: WILFORD MICHAEL, PRESIDENT

FROM: JOHN D. RANDALL, VICE PRESIDENT OF INSTRUCTION

SUBJECT: CONSIDERATION OF APPROVAL OF GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

* * * * * * * *

OVERVIEW:

The general education requirements for granting the Associate in Arts Degree have been reviewed this past year by the Curriculum Committee and recommended changes, to be effective beginning the 1977-78 school year, are being presented to the Board of Trustees for consideration of approval.

ANALYSIS:

1. The current general education graduation requirements were approved by the Board of Trustees on May 22, 1973 and became effective in the Fall Semester, 1973.

2. After several years of implementation, it was determined by the faculty and staff that there were some changes necessary.

3. The General Education Sub-committee of the Curriculum Committee has studied the current requirements this year and made several recommended changes.

4. The Curriculum Committee made the attached recommended changes which have been approved by the Administrative Council.

5. The Education Code requires that a student complete fifteen (15) units of general education with at least one course in each of the areas of humanities, natural sciences, social sciences, and learning skills to be eligible for an A.A. degree.

6. Attached, you will find a copy of the current graduation requirements along with a copy of the recommendations of the Curriculum Committee.

7. The major changes are in the areas of natural science and social science. Currently only health education classes satisfy the natural science requirement. The recommended changes will include other science courses to meet this requirement. The social science requirement change is basically the addition of an option to test out of the history and/or government requirements.

RECOMMENDATION:

That the Board of Trustees approve the recommended General Education Requirements for the Associate in Arts Degree.

JDR:ah
attachment

Presented to the Board of Trustees, April 12, 1977

ACADEMIC INFORMATION

Unit Requirements For Graduation

1976-77

COURSE REQUIREMENTS — **MINIMUM UNITS**

1. **DEPARTMENTAL MAJOR:** 18
   Completion of all major course requirements described in the "Major Curriculum" section
2. **MATHEMATICS:** 0-2
   This requirement satisfied by:
   A) Successfully passing the Mathematics Placement Test or
   B) Successfully completing Mathematics 50 or any other mathematics course except Math 60.
3. **GENERAL EDUCATION:**
   A) **HUMANITIES** 2-3
   Students have the option of satisfying the Humanities requirement through completion of a course listed or by completing a Humanities course selected from the State University and College General Education List—C.1 or 2.

ECE 32	Speech 3, 10
ENGL 19, 21, 25, 30.1, 30.2, 32, 33, 48, 49	Art 1, 2, 3, 4, 6, 7, 23, 80
Spanish 21.1, 21.2, 23, 45	JOUR 18
	THEA 24, 25, 29, 30, 33, 40
	Music 3, 10, 11, 14, 16
PHIL 5, 7, 10	SEA 10

   B) **NATURAL SCIENCE** 2-3
   This requirement may be satisfied by the completion of HED 7 (Health Education) or HED 8 (Contemporary Health Problems)
   "An equivalent course from an accredited institution may be used in lieu of the 2-3 unit requirement in Health Education."
   C) **SOCIAL SCIENCE** 6
   U.S. History and Government (6 units)
   1) History requirement met by completing any one of:
   History 27
   History 7.1 or 7.2
   History 8.1 or 8.2
   History 17.76 and History 18
   2) Government Requirement—met by completing any one of:
   Political Science 1
   Political Science 5 *or*
   3) Completion of a history or government course which fulfills the California State College requirement taken at any accredited institution *may be used in lieu of the course requirement.*
   Additional Social Science units should be selected from the State University and College General Education List, B) Social Sciences items 2 or 3 in order to satisfy the six unit minimum requirement.
   D) **LEARNING SKILLS** 6
   1) At least 3 units in written communication from:
      a) English 50.1, 50.2, 61, 1
      b) Business Communications 46, 47, 48
      c) Supervision 89.2
      d) English 55.2
      e) CR 11
   2) The remaining 3 units chosen from the above group *or* in oral communication from:
      a) Speech 1, 7, 8 or 60
      b) Supervision 89.1
      c) Speech 55.2

A TOTAL OF 64 UNITS INCLUDING THE ABOVE REQUIREMENTS MUST BE COMPLETED TO QUALIFY FOR THE A.A. DEGREE.

NOTE: Students who were enrolled in the Spring of 1976 and who have been in continuous enrollment since that time have the option of meeting the above requirements or those that appeared in the 1975-76 catalog.

1977-78

COURSE REQUIREMENTS

1. DEPARTMENT MAJOR: 18 Unit minimum
   Completion of all major course requirements described in the "Major Curriculum" section

2. MATHEMATICS:

   This requirement satisfied by:

   A) Successfully passing the Mathematics Placement Test, or

   B) Successfully completing Mathematics 50 or any other mathematics course except Math 60 or 19.

   C) The following mathematics-related courses are also acceptable: Psych 4, MMB 20, DP 30, or any Technical Math course.

3. GENERAL EDUCATION: 15 unit minimum.

   A. Natural Sciences: 3-5 units to be selected from those courses which are listed below:

      1. Biological Sciences:
         Anatomy and Physiology 10, 40, 40.16, 40.26, 52, 53.
         Biology 1, 5.1, 5.2, 10, 12, 90.
         Botany 10, 11.
         Microbiology 1, 3.
         Psychology 2.
         Zoology 10.

      2. Physical Sciences:
         Astronomy 1, 5.
         Chemistry 1.1, 1.2, 2, 10.
         Earth Science 1, 1.1, 4, 10.
         Geology 1, 3, 4, 10.
         Physical Science 10.
         Physics 2.1, 2.2, 4.1, 4.2, 4.3, 10, 11.

      3. HED 7 or 8.

   B. Social Science:

      U.S. History and Government - 3-6 units. Three units are required only for students passing both the U. S. History and Political Science examinations under the exam option in B-4.

      1. The history requirement may be satisfied by completing any of the following:

         History 7.1, 7.2, 8.1, 8.2, 27, or 17.76 and 18.

      2. Government requirement--met by completing any one of:

         Political Science 1 or 5

B. Social Science (continued)

3. Examination Option. The U. S. History and Political Science requirements may be satisfied by departmentally administered and evaluated proficiency examinations. If both exams are passed the student is required to select three units of Social Science from list below (B-5) excluding courses which satisfy the U. S. History or Political Science requirement. If only one area is passed by exam the student completes the second required area and one three-unit course from the Social Science list excluding courses which satisfy the area passed by exam.

   Unit credit is not awarded for completion of the U.S. History-Political Science exams.

4. Completion of a history or government course which fulfills the California State College requirement taken at any accredited institution may be used in lieu of the course requirement.

   Additional Social Science units should be selected from B-5 in order to satisfy the minimum requirements.

5. Social Science option list. Select according to exam option above.

   Anthropology 1, 2, 3.
   Economics 1.1, 1.2, 3.
   Geography 1, 2, 38.
   History 4.1, 4.2, 5.1, 5.2, 6, 7.1, 7.2, 8.1, 8.2, 17.76, 18, 19.1, 19.2, 19.3, 20, 27, 30, 31, 39, 40.
   Political Science 1, 2, 5, 7, 10.
   Psychology 1, 5, 11, 33.
   Sociology 1, 2, 10, 15, 20, 30.

C. Humanities: 3 units to be selected from 1, 2, or 3 below. Classes listed under 1 and 2 are also acceptable for the State University and Colleges General Education list.

1. Philosophy or Literature.
   English 2, 19, 21, 23, 25, 30.1, 30.2, 32, 33, 46.1, 46.2, 48, 49.
   Foreign Language 3, 4, 5, 6, 10, 11.
   Humanities 1.
   Philosophy 5, 6, 7, 20, 21.

2. Fine Arts.
   Art 1, 2, 3, 4, 6, 7.
   Journalism 18.
   Music 10, 11, 13, 16.
   Theatre 24, 25, 33, 40, 41.

3. Art 80, ECE 32, Music 3, Spanish 21.1, 21.2, 23, 45, SEA 10, Speech 3, 10.

D. Learning Skills

1) At least 3 units in written communication from:

a) English 50.1, 50.2, 61, 1
b) Business Communications 46, 47, 48
c) Supervision 89.2
d) English 55.2
e) CR 11

2) The remaining 3 units chosen from the above group or in oral communication from:

a) Speech 1, 7, 8 or 60
b) Supervision 89.1
c) Speech 55.2

A TOTAL OF 64 UNITS INCLUDING THE ABOVE REQUIREMENTS MUST BE COMPLETED TO QUALIFY FOR THE A.A. DEGREE.

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UNIVERSITY OF CALIF.
LOS ANGELES

FEB 3 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

JR/mc
3/24/77

Recommended by the Curriculum Committee 3/24/77
Presented to Administrative Council 3/28/77
Presented to the Board of Trustees 4/12/77
Accepted by the Board of Trustees 4/12/77